

TEACHER ASSESSMENT FOR TEACHER PROFESSIONAL DEVELOPMENT

BY

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Declaration

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DEDICATION

This thesis is dedicated to my beloved husband, Immanuel, and my children, Dipuo, Mmangwako and Sethiba, for their continued support, inspiration and the encouragement to the success of my studies.

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ABSTRACT

This study is an investigation of the link between the current South African Integrated Quality Management System (IQMS) as an assessment process and teacher professional development in South Africa. A review of literature confirms that teacher assessment should and could facilitate teacher professional development. However, how teacher assessment affects teacher professional development has not been fully recognized. There is, however, little empirical research available on how teacher assessment affects teacher professional development. Steyn and van Niekerk (2002) have noticed that little is known on the kind of support that teachers should receive as a result of teacher assessment. As a result, people are unclear on how teacher assessment should be implemented in order to yield effective teacher professional development.

Though the government took numerous efforts to ensure greater teacher accountability and functional schools over some years via policy interventions such as IQMS, there are still deep-seated challenges that hamper these interventions from working effectively. Therefore, the qualitative case study has used three secondary schools in Limpopo, Capricorn District as the research sites to explore the role of IQMS in teacher professional development. The results from the participants indicate that IQMS is effective but only if a numbers of issues can be considered. Participants highlighted issues like, if every teacher can be trained, and there could be quality training with competitive facilitators, also, if there could be a conducive culture and the climate of the school then that could impact positively on teacher development.

ACRONYMS/ABBREVIATIONS

IQMS - Integrated Quality Management System

TD - Teacher Development

TPD -Teacher Professional Development

SGB - School Governing Body

SADTU - South African Democratic Teachers Union

CS1 - Curriculum specialist / post level 1 (Educators)

CHAPTER 1

INTRODUCTION, ORIENTATION AND PROBLEM STATEMENT

1.1 Introduction

This study examines the relationship between the current South African Integrated Quality Management System (IQMS) as an assessment process and teacher professional development in South Africa. How teacher assessment affects professional development has not yet been fully recognised. As a result, people are not clear on how teacher assessment should be implemented in order to facilitate professional development. This qualitative case study has used three secondary schools in the Capricorn District of Limpopo, South Africa as the research sites for exploring the role of IQMS in teacher professional development. Although the current teacher assessment system has been found to be able to facilitate teacher development to some extent, it does need to be further improved. Monyatsi, Steyn and Kamper (2006) concur that teacher assessment promotes teacher improvement. Also, Resolution 8 of 2003 (Republic of South Africa. Department of Education, 2003) declares that the system's focus is positive and a constructive performance improvement. Therefore, it is significant to explore the role of IQMS as a teacher assessment process in terms of teacher professional development.

1.1.1 Research question

The research question asked in the current study was: Is teacher assessment an effective process for encouraging teacher professional development?

1.1.2 Sub questions

The sub questions asked in the current study are:

- How does IQMS affect teacher professional development?
- What are the elements affecting the effectiveness of teacher assessment in facilitating teacher professional development?

1.2 Aim of research

The main objective of the Department of Education is ensuring quality public education for all and constant improvement of the quality of teaching and learning practised. This is

exactly the reason for IQMS coming into existence, in order to improve the teaching and learning process. The purpose of the current study was to investigate IQMS as a transformational strategy for teacher development in South Africa. Further, the study was conducted to determine whether the practice of teacher development through the proper implementation of the IQMS process could be realised. The study is directed towards helping school teachers in South Africa to improve, through the effective implementation of the assessment policy for better learner performance. Assessment in general, as a link for development, is explored before focusing on IQMS as an example of an assessment instrument for teacher development.

1.3 Rationale

The introduction of the IQMS in 2003, like any other policy introduced into schools by the Department of Education, has brought with it a sense of uncertainty, fear of the unknown, controversy, and many forms of negativity. Educators at schools and within the district have mentioned positive aspects of IQMS, but much negativity has also been shared, in the system has not had the desired effect that it was designed to produce. As opposed to being developmental, the focus has become the remuneration that is attached to the process. Due to the current researcher's experiences and views on change, she became interested in the negativity and politics surrounding IQMS. Unfortunately, the Department of Education has done very little in the area of teacher empowerment in the area in which the researcher works, hence the need to research the effectiveness of IQMS in teacher development. The literature concurs that school effectiveness and improvement are highly influenced by quality teaching that engenders learner achievement (Hopkins, Ainscow & West, 1994). However, what is less agreed upon is how teachers are best assisted and monitored to improve their teaching and to enhance learners' achievement.

Though IQMS addresses some problems of previous educator monitoring and appraisal systems, it is argued that it has also created new problems and tensions. This is because of its problematic conceptual understanding of educators regarding their status, work and what needs to be done to improve teaching practice. The encountering of such challenges suggests another approach, or an improved way of monitoring, supervision and supporting educators. The fact that financial remuneration is a factor as one of the aims of IQMS changes the focus of IQMS from an exercise of development to a matter of salary increments, hence the development itself seems to be receiving less attention than the possible salary increase involved. In the current research, the researcher, therefore,

intended to probe into the minds of the participants in the three schools, in order to ascertain the effectiveness and the impact of IQMS, as well as to explore the manner in which IQMS has been implemented and managed, and which factors have hindered or contributed to its effective implementation.

1.4 Conceptual framework

In order to answer the aforementioned research question, a qualitative case study was conducted to explore the current practice of teacher assessment in relation to professional development. In the study, teachers' perceptions of IQMS as an assessment instrument were investigated, so that more could be learned about teachers' meaning construction process regarding the supposed link between assessment and development. The rationale for exploring participants' perceptions was that perceptions and attitudes influence a person's behaviour (Jones, 1993:18; Frazen, 1995:8). It was regarded as important to investigate teacher assessment through the eyes of the participants concerned. The participants' perceptions could lead to a deeper understanding of how teacher assessment affects teacher professional development. In addition to the participants' perceptions, the practice of teacher assessment and professional development are also examined.

The IQMS educator evaluation system combines educator monitoring and assessment for development, and is based on an instrument with standardised performance areas. Educators do their ongoing self-evaluation on the basis of the instrument, which is then verified by a Developmental Support Group (DSG), consisting of a head of department and a selected peer (Republic of South Africa Department of Education, 2003). The evaluation records an educator's strengths, as well as which areas are in need of development. The DSG evaluation serves as a baseline to inform an educator's Personal Growth Plan (PGP), which informs the School Improvement Plan (SIP) that is intended to guide the district and school on educators' identified targets and areas requiring support.

Another problematic issue is the lack of capacity in educator monitoring, which might only develop with additional training, expertise and moderation to that which is presently available. Few schools have experienced effective internal appraisal, and yet, according to Newman and Rigdon (1997), the experience of effective internal assessment is necessary for effective external accountability. Educators and their unions have repeatedly complained about the lack of effective district or senior management support for the implementation of curriculum and assessment policies (SADTU, 2005).

1.5 Literature review

The purpose of the literature review was to acquire insight from the various theories and literatures based on teacher assessment and teacher development, as well as from the concepts that surrounded the change innovations introduced by IQMS. The researcher examined how IQMS affects teacher professional development and the factors affecting the effectiveness of IQMS in professional development. Firstly, the researcher required to understand the purpose of teacher assessment, and therefore focused on the responses of the participants in the study and assessed the literature concerned in order to reach an understanding of related concepts and suggested procedures. Secondly, the researcher looked at some aspects of the policy process identified, in relation to the literature, which could have an impact on IQMS implementation in South African schools.

1.5.1 Notions of assessment

Sieborg and Macintosh (2004:5) explain assessment as a means of measuring something, which is usually what has been learnt, what can be remembered, what is understood, or what can be applied from what is being learned in a different context. Assessment is similar to evaluation. Using the word 'assessment' means that one is not just thinking of tests, examinations, or written exercises, but also of many other ways of gaining information and giving feedback about the progress of the students concerned (Sieborg & Macintosh, 2004). In contrast, Erwin (1991:15) explains assessment as a systematic basis for making inferences about the learning and development of students, being the process of defining, selecting, designing, collecting, analysing, interpreting and using information to increase teacher learning and development. Though assessment is a complex matter, it should reflect the simultaneous demands of multiple audiences for multiple purposes (Erwin, 1991).

1.5.2 Notions of teacher development

A number of related concepts have been used to describe professional development in education, as is evident from the numerous terms used to describe the concept in the literature (Steyn & Van Niekerk, 2002). Such terms include: 'in-service training', 'professional growth', 'personal development', 'on-the-job training' and 'personnel development'. Steyn and Van Niekerk (2002) explain professional development as a formal systematic programme that is designed to promote personal and professional growth. Professional development, therefore, refers to the participation of teachers in

development opportunities, in order that they might become better equipped as teachers and educational leaders.

According to Du Plessis, Conley and Du Plessis (2007), teacher professional development is the sum total of all the activities carried out by an individual or system in order to promote staff growth or renewal. Also, Du Plessis et al. (2007) view professional development as involving the acquisition of skills, concepts and attitudes to enhance performance. In the same vein, Moletsane (2004) argues that professional development should be seen as more than the mere learning of knowledge and skills. Rather, it should include personal development, thus enabling teachers to grow in character and maturity, and enabling them to cope with the multiple challenges placed on them. Thus, as argued by Du Plessis et al. (2007), teacher professional development is not an event, but is rather a continuous and career-long process.

Competent, dedicated and well-performing teachers are any school's most important resource. Teachers are the professionals who are most directly responsible for helping students to learn. In contrast, the students either benefit, or suffer, from the quality of the teaching that they receive. Lastly, any school is at risk when the school fails to educate the children attending it.

1.5.3 IQMS as an assessment instrument

Reports of school visits by the National Department of Education IQMS external moderators and by provincial IQMS officials indicate that schools are at various levels regarding the implementation of the IQMS. Though some schools are doing well, according to report, generally, high schools are struggling to implement the programme. Further, the same school visit reports indicate that most of the schools have implemented IQMS policy only partially, whereas others have implemented the policy very poorly. The report argues that a high positive correlation exists between dysfunctional high schools, as classified through Grade 12 examination results, and poor IQMS implementation.

Unfortunately, in the researcher's case, scant attention was paid to both appraisers and appraisees. The teachers were only presented with documentation, and received little training, with no support and monitoring. As stated in *The Teacher* of October 2009, the delegation to South Africa's first Teacher Development Summit committed themselves to exploring different avenues for improving the status and competence of teachers. The

Summit acknowledged that the quality of teacher education and development is a national priority, since it impacts directly on the quality of education. If policy is to be implemented in a meaningful way, the teachers concerned need to acquire a deep understanding of the new theories, and then to develop the tools by means of which to apply them. The situation is different for South African teachers, since they have never undergone thorough training pertaining to IQMS. As is also indicated by Wilmot (1998), there should be teacher training programmes using explicit modelling and experiential learning. In the present discussion, the current researcher examined the effectiveness of the assessment policy and of teacher development through interviews.

1.5.4 The link between teacher assessment and teacher professional development

Teacher assessment is of great importance for promoting quality education. More significantly, a close relationship exists between teacher assessment and teacher professional development. Research (Mortimore & Mortimore, 1991:126; Van Deventer & Kruger, 2003:213) has revealed that teacher assessment has a positive impact on teacher professional development, which, in turn, should be the aim of teacher assessment. In other words, teacher assessment should be an important tool for facilitating teacher development. The positive impact of teacher assessment on professional development has also been confirmed by means of empirical research (McLaughlin & Pfeifer, 1986; Stiggins & Duke, 1988; Steyn & Van Niekerk, 2002).

In theory, teacher assessment can motivate teachers to improve and to promote professional development effectively, if it functions well. Teacher assessment records the information about teachers and discovers teachers' strengths and weaknesses. In the current study, based on the data and outcomes drawn from the Personal Growth Plan (PGP), suggestions are made as to how best teacher development can take place.

Steyn and Van Niekerk (2002) have noted that the purpose of assessment should be to help teachers to improve at what they do, that is to strive for personal, career and organisational development. In other words, teacher assessment should, and could, be linked to teacher professional development, in order to enhance quality teaching and learner achievement. Therefore, in order for teacher assessment to succeed in practice, it must be seen as being more than a measure to control and to administer teaching practice, as is common with most current management-oriented assessment systems. It should serve as a means of achieving the professional development of every teacher.

The practice of teacher assessment should be defined in terms of the best possible outcome: teachers' professional growth (Stiggins & Duke, 1988:2). As Stiggins and Duke (1988) state: "Teacher assessment is key to school improvement. As we pursue excellence in education through the promotion of the professional development of teachers, we cannot overlook the potential contribution of the teacher appraisal process to that development." Wideen and Andrews (1987:11) note that the view of teacher development is designed to encourage the continuous personal and professional growth of educators within a respectful, supportive and positive climate. The literature confirms that effective assessment systems and assessment purposes are aligned with the implementation process, between which there must be a close link (Darling-Hammond, Wise & Pease, 1983:320; Stiggins & Duke, 1988). In addition, an administrative teacher assessment system generally lacks support for, or encouragement of, teachers' growth. McGreal (1988) and Darling-Hammond et al. (1983:320) conclude from a review of the literature that, for an assessment system to be successful, it is essential for teachers to perceive that the assessment procedure can enable and motivate them to improve.

Empirical research (McLaughlin & Peifer, 1986; Stiggins & Duke, 1988) has confirmed that teacher assessment can facilitate teacher professional development. McLaughlin and Peifer (1986:81), based on their case studies, argue that the integration of teacher assessment with the resources of professional development is central to the outcome of a teacher assessment system and to teachers' receptivity to an assessment system and belief in its value. In contrast, Evans and Tomlinson (1989:15-16) argue that administration and professional development cannot be combined successfully in terms of the assessment atmosphere. The success of a professional development scheme depends on teachers being open, frank and forthright during the assessment process. They must be able to discuss their problems and constraints, or to engage in constructive criticism of aspects of school management. All the above can only be achieved in an atmosphere of trust and confidentiality. However, if the elements of the management schemes – merit pay, or dismissal, for example – are included, they will clearly deter teachers from the very openness and frankness that underpins the success of the professional scheme.

1.6 Concept clarification

Assessment: Assessment is the process or means of determining the basic worth of something by measuring the thing against established standards or criteria

(Sieborg&Macintosh,2004:5).The term 'assessment' may be substituted with the term 'appraisal'or 'evaluation', with no change in the stated definition.

Teacher appraisal: Such appraisal refers to the process, means or activities of evaluation of teachers, in terms of their competence, performance, achievements, morality, and/or duties in respect of certain purposes (Mortimore & Mortimore, 1991:126; Jones, 1993:7).The two terms 'teacher evaluation' and 'teacher appraisal' will be used interchangeably in this study.

Teacher professional development: Such development is the means, activities, or process by means of which teachers enhance their professional knowledge, skills and attitudes, so that they might improve the learning of their students (Wideen & Andrews,1987; Mortimore & Mortimore, 1991; Guskey,2000:17; Steyn& Van Niekerk, 2002:250; Van Deventer & Kruger,2003).The term 'teacher professional development' may be replaced with 'teacher development', 'professional development', or 'teacher growth'.

1.7 Research design/methodology

In answering the set research question, an interpretive framework is employed. According to Leedy and Ormrod (2005), there are two main data collection techniques, namely qualitative and quantitative. Quantitative research is used to answer questions about relationships among measured variables, with the purpose of explaining, predicting and controlling phenomena. In contrast, qualitative research is used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view. Therefore, in the current study, a qualitative case study was conducted to investigate current teacher assessment practice in relation to teacher development.

Three schools were used as samples, with the main role-players in the study being the teachers. The intention was to seek a better understanding of complex situations (Leedy & Ormrod, 2005:95), and to determine how teachers in the three schools perceive and experience the implementation of IQMS as contributing to their professional development. The best performing, the good and the worst performing schools were used as investigation sites. The research used a case study to explore the participants' experiences with regard to IQMS and professional development. The use of a case study offered the researcher insight into the real dynamics of situations and people (Cohen,

Manion & Morrison et al., 2000). Sharan Merriam (1999, cited in Henning, 2004:41) describes a case study as follows:

While case studies can be quantitative and can test theory, in education they are more likely to be qualitative. A case study design is employed to gain in-depth understanding of the situation and meaning for those involved. Case studies are distinguished from other types of qualitative research in that they are intensive descriptions and analyses of a single unit or bounded system such as an individual, program, event, group, intervention or community.

The emphasis was placed on the three schools in question in order to obtain maximum information from the participants. The researcher, with the help of the principals of the schools concerned, assisted one another by selecting the participants to be interviewed, for which the purposive sampling was important. The criteria used to select participants were: both young and old teachers in the teaching field, both male and female teachers; and finally, both committed and non-committed teachers. The main research activity consisted of an in-depth interview, with four teachers per school being interviewed. The interview protocol took the form of a semi-structured interview that was guided by a set of questions on assessment and development practice. In particular, great emphasis was placed on the examination of the teachers' perceptions as to how the IQMS affected professional development. The study intended illuminating and exploring the teachers' strategies employed during the implementation process of the IQMS.

1.8 Delimitation of the current study

The current study focused primarily on a sample of the teachers in the Vlakfontein and Mogoshi circuits in the Capricorn district (Limpopo province). The sample was small and the teachers concerned lacked sufficient experience with, and exposure to, the IQMS system.

1.9 Ethical consideration

Ethical clearance was obtained from the relevant education department. The Department of Education, in relation to the circuit, the SGBs, and the staff at the three schools, was informed of this study, for which permission was granted. The teachers at the three schools were assured of the confidentiality of the information gathered from the interviews, and that their real names would be replaced by pseudonyms in the study.

1.10 Chapter outline

The thesis was organised into five chapters, and arranged as follows:

- Chapter 1: Introduction;
- Chapter 2: Literature review;
- Chapter 3: Research design;
- Chapter 4: Data presentation and analysis of the findings; and
- Chapter 5: Conclusion.

1.11 Conclusion

This chapter summarised the background of, and the orientation to, the study. It presented a panorama of what is to follow in the coming chapters. The chapter focused on the research problem of the study. The next chapter reviews the relevant literature to reach an understanding of what other scholars have had to say about the research topic.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

It is one thing to have ideas, and another thing to realise them, especially in this ever-changing era. This chapter is an exploration of the link between the IQMS, which, as was stated in the previous chapter of this thesis, is the teacher assessment policy that is used in South Africa as a guide for teacher professional development. With the discourse currently taking place concerning the relationship between the assessment policy and teacher professional development, this chapter seeks to highlight the relationship between the two. The objective of this chapter is to provide a literature review about 'assessment and teacher professional development', as researched by others. Also, the review of literature will assist in developing a framework, and in illuminating the IQMS for quality performance management in education. Therefore, the researcher, in this chapter, provides a brief discussion of assessment as an instrument for enhancing teacher professional development.

The chapter looks into a detailed literature study on the concepts 'assessment' and 'teacher professional development', as one of the key concepts underlying the whole study. In addition, the chapter looks into the challenges of teacher professional development. Finally, the discussion of the two concepts of IQMS, assessment and teacher professional development, is followed by a discussion of theories related to IQMS, namely those of neoliberalism, self-development and adult learning.

2.2 Assessment and teacher assessment

The concept 'assessment' is a broad term with various definitions. For this study, the researcher defines several concepts that are relevant to the research topic. Firstly, the term 'assessment' should be understood as the initial step in the human resource process, which is aimed at determining the needs of the individual and the school to enable both to plan for further development and activities (Anthony, Kacmar & Perrewe, 2002:339). To 'assess' means to measure something, usually, that is measurable, that has been learnt, that can be remembered, that is understood, or that can be applied from what is being learnt in a different context (Sieborg & Macintosh, 2004:5). According to Sieborg and Macintosh (2004), the use of the word 'assessment' not only refers to tests, examinations

or written exercises, but also to other ways of gaining information and giving feedback about the progress of learners.

In contrast, Erwin (1991:15) explains assessment as a systematic basis for making inferences about the learning and development of learners, being the process of defining, selecting, designing, collecting, analysing, interpreting and using information to increase students' learning and development. The Department of Education (Republic of South Africa. Department of Education, 2001:26) defines assessment as "the process of gathering sufficient evidence of learners' progress towards achieving the stated outcomes on an ongoing basis, recording and reporting on the level of performance of learning". Moime (2001:9) avers that assessment is a means of determining to what extent learners have achieved the objectives of instruction.

Danielson and McGreal (2000) profess that teacher assessment is an important vehicle for promoting quality education. Similarly, Stronge and Turker (2003) further state that teacher assessment influences teacher professional development. The same sentiment is also shared by Ovando (2001) he asserts that teacher assessment has a positive impact on teacher professional development. Therefore, Monyatsi et al. (2006) aver that teacher assessment leads to teacher improvement and motivation, in the interest of enhanced and relevant learning opportunities for learners. With assessment as a measuring instrument, one can generate evidence and make judgements of an individual's competence against specified descriptions of acceptable evidence (i.e. performance and assessment criteria) (Fraser, 1996). Accordingly, performance standards and measuring instruments should be used to determine whether the person judged meets certain criteria. It is important to note that performance standards and measuring instruments can also be used to assess schools.

2.3 The discourse about teacher assessment

The two main intentions of teacher assessment, as declared by the literature with regard to personnel decisions are professional development and management (Evans & Tomlinson, 1989; Monyatsi, 2003:62; Republic of South Africa. Department of Education, 2003; Stronge, 2006:4). No consensus exists among scholars about the use of the two intentions. This section elaborates on the dissonance between the different perspectives regarding the applicability of assessment towards development and management purposes.

According to Evans and Tomlinson (1989:15), the aim of teacher assessment in management is to assess the teacher's performance in order to make decisions about dismissal, promotion or possible merit pay. For professional development, teacher assessment becomes not a reward and punishment mechanism, but a process that should result in development in both the skill and the career prospects of the individual teacher and which should lead to improvement at the school or institutional level. Similarly, Monyatsi et al. (2006) explain management as a tool that provides management with information on teachers' performance for their job confirmation, promotion or dismissal. De Clercq (2008) alleges that the use of single assessment instrument for two diverse purposes tend to coexist uneasily. She believes that different purposes naturally lend themselves to different assessment methods and procedures. Popham (1988) holds that, if separated, both purposes can readily be accomplished. He criticises many school principals for having erroneous beliefs that they can support their staff's development on the one hand, and continue to issue verdict on their staff's performance on the other. A conducive environment encourages teacher development.

In addition, De Clercq (2008) asserts that the success of a professional development scheme depends on the teachers involved being open, frank and forthright throughout the assessment process. Teachers must be able to discuss their problems and constraints, or to engage in constructive criticism of aspects of school management. All this is only possible in an atmosphere of trust and confidentiality. However, if the elements of management, such as the conditions pertaining to merit pay or dismissal, are included, they will clearly deter a teacher from the openness and frankness that underpins the success of a professional development scheme.

The collective agreement 8 of 2003 highlighted that the objective of IQMS is to ensure quality public education for all and to constantly improve the quality of learning and teaching. Bartlett (2000) maintains that, in the UK, the desire for the management, standardisation and control of teachers takes precedence over the aim of professional development. Combining assessment for development and management with a common assessment instrument, De Clercq (2008) believes, sends equivocal messages to school staff, who could be tempted to use the instrument for the mere purpose of securing rewards. Because of this tension, Bartlett (2000) states that other scholars propose using

separate instruments and separate appraisers to make assessments for purposes of development and management.

A structural systemic approach to teacher assessment cannot alone drive teacher development, because it is unavoidably mediated by diverse school conditions and human factors (Cardno & Piggot et al., 1997). De Clercq (2008) alleges that an important condition for effective developmental assessment is that performance standards should be contextual and negotiated with educators. Ovando (2001) argues that the integration of teacher assessment with the resources of professional development is central to the outcome of teacher assessment system.

The extent of provision of effective professional support to schools in South Africa has been known to be poor. Teachers have continually complained about the lack of support that has been received from the district management (SADTU, 2005). Ovando (2001) authenticates that teacher assessment can facilitate teacher professional development. In brief, for a teacher assessment system to succeed and to be accepted by teachers, it should aim at helping the teachers concerned to improve. The developmental purpose should be valued in an assessment system.

Malongwa (1995) argues that teacher assessment can be very complex, as it involves a number of factors that can either impede or support teacher development. To him, teacher assessment is one of the techniques that can be used for integrating the individual into the organisation. In other words, it helps to harness the unique talents of individuals and to coordinate their activities towards the achievement of the organisation's objectives. Teacher assessment can, therefore, be inferred as being of topical importance, as its main objective is to improve individual performance and motivation. Poster and Poster (1992:1) believe that "... if employees are to perform effectively, they must be well motivated, understand what is expected of them and have the ability and skills to fulfil their responsibility". Mullins (1996) illustrates that a purpose of assessment is to motivate teachers to learn and achieve more, which can be realised by involving them in setting clear and attainable tasks and goals. Jones (1993:7) identifies the benefits of teacher assessment for teachers and schools (see Table 2.1 below).

Table 2.1: Benefits of staff assessment for educators and schools

| Staff assessment should offer educators: | Staff assessment should offer the school: |
|--|--|
| <ul style="list-style-type: none"> ▪ recognition for effective work; ▪ greater clarity of role; ▪ improved feedback on performance; ▪ an opportunity to influence school development; ▪ better understanding of the requirements of the job; and ▪ support in work-related issues. | <ul style="list-style-type: none"> ▪ more accurate information about teacher performance; ▪ an identification of whether school and staff development needs were met; and ▪ an opportunity to motivate teachers, with informed praise being given for good performance. |

Emphasising the purpose of teacher development does not mean that the purpose of management should be excluded from an assessment system. In contrast to the above, other scholars maintain that both purposes can be met successfully within a single assessment system (McLaughlin & Pfeifer, 1986; Poster & Poster, 1992; Danielson & McGreal, 2000; Stronge & Turker, 2003). They propose that a single teacher assessment system, properly conceived, might be able simultaneously to serve as a source of management and teacher development. Danielson and McGreal (2000) state that an assessment system might be designed in which educators not only can achieve the two purposes separately, but can also merge them.

McLaughlin and Pfeifer (1986, 125:82-83) argue, based on their case study, that development and management are harmonious and can be linked. They state further that an assessment system that is built on an assumption of incompatibility between management and development will be unable to serve either purpose as effectively as it might, for organizational control which occurs through strategies based on development or learning. Further, Poster & Poster (1992) holds the same view that the performance improvement and management purposes are not competing, but are supportive interests – dual interests that are essential for improvement of educational service delivery. For the two purposes to coexist, Stronge and Turker (2003:5) suggest that the management and development purposes should, further, be linked to the school goals. This duality is one of the problems of the IQMS system in South Africa.

The IQMS in South Africa advocates two purposes, namely professional development and management (Republic of South Africa. Department of Education, 2003). Its purpose is to identify specific needs of educators, schools and district offices for support and development, to provide for continued growth and accountability, to monitor an institution's overall effectiveness, and to evaluate educator performance (Republic of South Africa.

Department of Education, 2003). The two interrelated teacher assessment purposes tend to coexist uneasily (De Clercq, 2008). The developmental purpose assumes that teachers trust one another, and that they want to improve their performance by reflecting together as professionals on their developmental needs (Bartlett, 2000).

The performance purpose, in contrast, which is known as the management model, provides management with information on teachers' performance for their job confirmation, promotion or dismissal (Monyatsi et al., 2006). In addition to reflecting a commitment to the important professional goals of competence and quality performance, it is viewed as performance management and relates to judging the effectiveness of educational services. This is perceived as managerial, judgemental and defensive (Cardno et al., 1997 & Bartlett, 2000). Said defensiveness is elaborated on by the extensive challenges posed by the ambitious educational policies and regulations of the post-apartheid government (De Clercq, 2008). The researcher concerned further points out that the awkward combining of internal and external bureaucratic and professional monitoring, development and management in one system leads to inevitable tension. Habangaan (1998) claims that, if IQMS is treated as an event, it becomes judgemental and detrimental to individual growth and development. Paradoxically, Jones (1993) asserts that teacher assessment should be geared towards sustainable, structural and professional development opportunities. Hord and Hirsh (2008) profess that a professional learning community is the context that is most supportive of teacher professional development.

2.4 Neoliberalism and managerialism, in relation to assessment and teacher professional development

Neoliberalism, an ideology of privatisation, has demonstrated that even with the often good intentions of many proposals in the long run they exacerbate inequalities (Apple, 2001). Wringley (2006) demonstrates how performance management (the managerialism element) and the market regime (a concept of neoliberalism) lead to a greater inequality in different contexts than there might otherwise have been. To the neoliberals, what is private is necessary, and what is public is unnecessary. They believe that institutions, like schools, are 'black holes' into which money is poured, which then disappears.

Neoliberalists believe in the concepts of efficiency and in the ethic of cost benefit analysis as being the dominant norms. Above all, they view people as human capital. That is, since the world is intensively competitive economically, people are viewed as future workers,

who must be equipped with relevant skills and dispositions to be able to compete effectively and efficiently with others. They believe that schools are built for teachers and state bureaucrats, and not for consumers. To the neoliberals, teachers should be assessed for the service that they render. Productivity is one of the key concepts of neoliberals. Being focused on human capital, neoliberals must uphold the concept of performance management, which is another key concept that operates in IQMS. Performance management is a process of assessment that determines whether a teacher should be paid the 1% increment, as per education department policy. For one to be paid the 1% increment, the department expects that one should have undergone the assessment process. According to the participants in the current study, the process emphasises assessment and pay, more than it does assessment and development.

The concept of 'performance management', according to Byers and Rue (1994), refers to the degree of accomplishment of tasks that make up an employee's job. Performance management, as a business concept, indicates the degree of the work requirement satisfied by the employee, and it is measured in terms of results, end products or outcomes (Byers & Rue, 1994). In the case of the current study, it is measured in terms of learner achievement, referring to performance resulting from the interrelationship among effort, abilities and role perception (Byers & Rue, 1994). Bowin and Harvey (2001:159) differentiate performance management in business from that in education. That is, in business, performance management is linked to monetary compensation, while, in education, doing so is not (always) possible. In contrast, Gerber, Nel and Van Dyk (1998:193) refer to performance management as input and output, together with the related remuneration, whereas, in education, it is not easy to compare the input with the output, as they differ from institution to institution. Heystek, Roos and Middlewood (2005:101) argue that the comparison is exacerbated in South Africa, due to the diversity of schools, the different availability of resources and funding, and the historical situations. Also, factors like lack of pedagogical knowledge of the new curriculum, lack of proper training and the under resourcing of schools have been identified.

To the contrary, performance management is a means of achieving better results from an organisation, its teams and individuals, by understanding and managing performance within an agreed framework of planned goals, objectives and standards (Republic of South Africa. Department of Education, 2003). By tools, the researchers concerned refer to reward systems, job design, leadership and training as part of a comprehensive approach

to managing performance. The White Paper on Education and Training (Republic of South Africa. Department of Education, 1995) states that the success of the public service, in delivering its operational development goals, lies in the efficiency and effectiveness of the employees' work.

As a tool, performance management ensures the following:

- Employees know what is expected of them.
- Managers know whether the employee's performance is delivering the required objectives.
- Poor performance is identified and improved.
- Good performance is recognised and rewarded.

Performance management, as an ongoing process, ensures that both the employer and the employee strive to improve the employee's productivity and contribution to the organisation's aims. The same sentiments are also shared by IQMS, as its aim is also to ensure an improvement, both in the teachers and throughout the whole school.

In the case of neoliberal policies, democracy is redefined as guaranteeing choice in unfettered markets. Critics detect the attempted imposition of an alien architecture of managerialism in the place of traditional professional values (Storey, 2007). In addition, Ball (2001) labels the raft of measures and the logic that underpins them as performativity. This, he suggests, has pernicious effects, including a requirement on teachers to add value to them and to improve their product. Beckmann and Cooper (2004) have directed similar criticisms at the new performance culture that has given rise to performativity.

The system of performance management that appraises actions and outcomes within regular time frames is regarded as leading to distrustful work relations (Codd, 1999), and of being at odds with concepts such as teamwork, flexibility and high levels of trust that tend to characterise the work ethic of the 21st century (Avis, 2003:324). It is believed that the notion of 'trust' has been contended in terms of teachers' professionalism, and that it has being totally replaced by the notion of 'performativity' (Alexandriou, 2001).

Arguably, Mahony, Menter & Hextall et al. (2004:445) report an aversion to the commodification of 'self', but, in contrast, argue that, putting well-managed assessment

and payment aside, a developmentally oriented system of performance management has been welcomed by both teachers and managers alike (Mahony et al., 2004:253).

Teachers require to be exposed to meaningful opportunities to question and to learn from teacher experts in respect of advice and self-development. Thus, a variety of forms of professional developments are needed to address teachers with different needs, work demands and expectations (De Clercq, 2008). Importantly, Metcalfe (2008) argues that different professional development needs of educators, and the need to move them from where they are to where they have to be, requires adopting a multipronged approach to professional development

2.5 The concept of teacher professional development

Teacher professional development refers to the means, activities and processes by means of which teachers enhance their professional knowledge, skills and attitudes, so that they might, in turn, improve the learning of their students (Guskey, 2000:17). Also, in some cases, professional development involves teacher learning and how to redesign educational structures and cultures in this educational reform era (Guskey, 2000:17). Moletsane (2004) argues that professional development should be seen as more than the mere learning of knowledge and skills. Rather, it should include personal development, enabling teachers to grow in character and maturity, and allowing them to cope with the multiple challenges placed on them. Thus, as argued by Du Plessis et al. (2007), teacher professional development is not an event, but is rather a continuous and career-long process. Also, De Cenzo and Robbins (1996:238) maintain that development focuses on the future and has a long-term effect.

According to Rathogwa (2006:33), the Department of Education notes that, without the support of teachers, fundamental policy changes can never be put into successful practice. The successful transformation of the Department of Education and Training is ultimately dependent on the professional development of teachers (Republic of South Africa, Department of Education, 1995:39). The Department of Education (Republic of South Africa, Department of Education, 1998:130-137) purports that in-service training (INSET) should be seen as an ongoing process of professional development. Elmore (2001), Firestone (1996), Guskey (2000), and Dean (1991) suggest that teacher development programmes are the process by which teachers learn to be more effective and efficient. These programmes are believed to improve learners' learning experiences through

teacher enhancement of their knowledge, skills, values and attitudes. Jones (2009) alleges that a single-session workshop or intervention has little effect on behaviour; instead, he advocates sustainable, structural and professional development opportunities.

The process of assessment is an integral element in the effective professional development of staff, and yet the concept of assessment is one that is misunderstood (Kemp & Nathan, 1995). Teacher assessment should, therefore, be viewed as one of the interventions, including professional development, in-service training that aims at developing the teacher's knowledge, skills and confidence (Poster & Poster, 1992). In contrast, professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, by means of which they acquire and develop their knowledge, skills and attitudes (Day, 1994; Dean, 1991). Importantly, Jones (1993) argues that teacher development programmes should be about professional growth and school improvement.

Jones (1993) further asserts that teachers must be motivated to participate in professional development programmes that could encourage them to exhibit a positive attitude to partaking in skills and knowledge development programmes. Also, teachers are to be made conscious of the benefits of professional development, both for them and for the organisation, as a result of the transformation achieved (Heystek et al., 2005:128). The concept of 'need-focused development' that Heystek et al. (2005) promotes is regarded as crucial, with the researchers indicating that such development might and should develop into goal-focused development. Similarly, Jones (2009) and Widener University (2006) aver that need analysis is crucial to a successful outcome. Widener University (2006) argues that need analysis helps to identify and to address problem areas, meaning that teachers are to be assisted in realising that there is a need for them to develop. A need can develop when a teacher realises that s/he lacks competency in employing a particular method of instruction, or in teaching in conformance with the requirements of the content of the new curriculum.

The fact that some teachers do not see the need to change, even when the situation in education has changed, and their IQMS assessment indicates that they must develop, says a great deal about their attitude towards said changes. Only those who welcome change can themselves develop. Unfortunately, it has been proven that certain teachers have to be compelled to accept the new situation with the help of the educational

authorities (Heystek et al., 2005). School leaders are to ensure that goal-driven development is experienced as a need for developing educators. They are, further, to use effective communication to change the attitude of teachers from resistance against external goal-driven development, and to accept it as a need to develop (Heystek et al., 2005). Teachers can be positively influenced only if school leaders can display a positive attitude towards development (Heystek et al., 2005:128). In addition, Adler and Reed (2002) assert that professional development, as an extensive research and development arena, is faced with numerous challenges. Also, Adler (2001) and Jaworski (1999) assent that professional development is a complex and tension-filled practice.

To Bush and West-Burnham (1994:285-286), professional development embraces two related concepts, namely expanding theory and improving practice, which is explained below. First, in expanding theory, professional development is seen as a process spanning an individual's career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice. Finally, improving practice is the notion that knowledge acquisition and skills development should be more directly related to the substantive problems faced by teachers. Republic of South Africa, Department of Education (1995) believes that the most direct way of raising the quality of teaching and learning is through a comprehensive reform and redirection of professional development for teachers. The policy assumes that most teachers recognise the need and the responsibility for improving themselves hence continued professional development for teachers is located within IQMS.

Teacher assessment, which is of great importance, has been regarded as an important vehicle for promoting quality education. In order to promote teacher professional development, one means is to integrate it with teacher assessment. More significantly, a close relationship exists between teacher assessment and teacher professional development. Van Deventer and Kruger (2003:213) and Mortimore and Mortimore (1991:126) reveal that teacher assessment has an impact on teacher professional development, which, in turn, should be the aim of teacher assessment. In other words, teacher assessment should be an important tool by means of which to facilitate teacher professional development. The positive impact of teacher assessment on professional development has also been confirmed by Steyn and Van Niekerk (2002), who noted that the purpose of assessment should be to help teachers to improve at what they do, that is personal development, career development and organisational development. In other

words, the literature concurs that there is a link between teacher assessment and teacher professional development.

The integration of professional development with teacher assessment requires a shift of the way in which many schools define professional development (McLaughlin & Pfeifer, 1986:56), as well as how they see assessment. The achievement of the aims of the dual approach, managerial and developmental, with one tool, such as IQMS, is therefore, challenging for the managers, as well as for the teachers involved in the process.

De Clercq (2008) argues that South African educators tend to approach their teaching as workers or civil servants rather than as professionals. Therefore, the emphasis is on management and assessment, with the focus on the possibility of obtaining a salary increase rather than on professional development. According to Kelly (1997) and Reitzug (2002), teachers who are viewed as workers need access to basic content and pedagogical knowledge through pre- and in-service education. De Clercq (2008) further claims that ambitious policy reforms tend to promote new approaches to teaching and learning, which perpetuates the difficulty experienced in implementing the policy. The educators comply with the bureaucratic rules and regulations, and transmit the curriculum in the only way that they know how. They do not see themselves as being fully responsible for the learners' achievements. Together with the union, SADTU (2005), educators argue that the poor achievement of learners is the result of inadequate resources and socio-economic contextual factors. However, some educators behave as professionals, taking responsibility for improving the teaching and learning interaction with which they are involved. Such educators are committed to reflecting on their own practices and ways in which they can motivate themselves (De Clercq, 2008).

It is, therefore, important to acquire insight into the various theories and concepts of development in relation to assessment, as exposed in the IQMS process in South Africa. De Clercq (2008) argues that teachers should be committed to reflecting on their own practices, and how to motivate them, which leads the discussion on to the next topic: self-development.

2.6 Self-development

One of the key concepts of IQMS is assessment that leads to individual development, meaning professional development. That is the major objective of IQMS, which, it is

believed, if achieved, will impact positively on the school, as well as on the whole education system. Koutsoupidou (2010) professes that self-assessment, as a means for self-development, helps teachers to reflect on their work and to discover their strengths and weaknesses. He further alludes that self-assessment from a teacher's perspective can be seen as developmental, as it focuses on teachers' own feelings and beliefs about their teaching ability and efficacy. Furthermore, it can enhance pre-service teachers' decision-making skills and mature their teaching ability (Rich, West, Recesso & Hannafin et al., 2007).

Self-development is a process in which one continues to improve in skills, knowledge and attitude (Republic of South Africa. Department of Education, 1998:130-137). Guskey (2000) and Elmore (2001) suggest that teacher development programmes are essential for teachers to learn more effectively and efficiently. The authors concerned propose further that the purpose of teacher development programmes is to improve the whole school system, and not just the individual. Other reasons for undertaking professional development are: to extend the experience of an individual teacher for purposes of career development and promotional development, and to promote job satisfaction. Craft (2000: 9-10) and Fullan (2001) stress the most crucial principle about change process, which is, "You cannot make people change; you cannot make them think differently, behave differently or teach differently." One of the ways in which people successfully adapt to change is through active involvement in the process. Fullan (2001) alleges that those who are affected by the change should be involved in the management of the change process. He further asserts that, through their active participation, they will receive the maximum amount of information about, and experience with, the potential change, and provide valuable feedback.

In a changing society, especially in South Africa, where policies are continually being revised and replaced, the replacement of the Development Appraisal System (DAS) with IQMS meant that there might be some hindrances, such as rejection, acceptance, fear of change, the incompetence of facilitators, the lack of sound leadership, and management skills that might prohibit the effective implementation of the policies. Teachers should be assisted to realise and to accept the change brought by the implementation of IQMS in the teaching fraternity. Bandura's (1997) theory of self-efficacy has important implications with regard to motivation. Bandura's basic principle is that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities.

With regard to education, this means that teachers will be more likely to attempt, to persevere, and to be successful, at tasks in the performance of which they have a sense of efficacy (Bandura, 1997). That is, teachers will learn better if they believe that they are good at managing their thinking strategies in a productive manner.

Also, Foucault's principle of 'care of the self', which is the name of the ethical principle that leads people to cultivate themselves, and which involves people working to improve themselves, should be taken into consideration. This 'cultivation of the self' is briefly characterised by the fact that one must 'take care of oneself'. It is this principle of the care of the self that establishes its necessity, that presides over its development, and that organises its practice (Foucault, 1986:43). In earlier times, the issue concerned was a matter of self-mastery, but, over the course of history, it has become more a matter of learning to shape one's own inner character (Foucault, 1986:67).

Teachers believe that, for one to develop, someone needs to show an appreciation of their work, so that they become motivated. Hence, Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that the behaviourists call such motivation extrinsic, whereas, to others, it is intrinsic (i.e. cognitive and emotional). Hanson (2003:190) defines motivation as an inner state that energises, moves, channels and sustains behaviour towards goals. He further contends that motivation should be examined from two focal points: from the external perspective of how to energise another person to work harder, faster and better, or from the internal perspective of why someone becomes motivated to work harder, faster and better. Hanson (2003) identifies the following as examples of extrinsic motivation: remuneration (e.g. salaries, allowances, and condition of service); career (e.g. promotions and professional development); support (positive feedback from supervisors); and status (degree of respect), whereas intrinsic motivation includes professional responsibility acquired through education and socialisation. In a rapidly changing world, the continuous retraining of human resources is of the utmost importance to enable teachers to keep up with new knowledge and technologies.

2.7 Learning theories

Development, as De Cenzo and Robbins (1996:238) indicate, focuses on the future and has more long-term effects. For one to develop, learning must take place. Learning education (i.e. theories) is, therefore, important, as it is linked to skills and to the specific learning of a sequence of programmed behaviour (Rebore, 1991:162).

No universally accepted theory of learning exists. Therefore, different learning theories apply according to the nature of the learning content, the abilities and nature of the learners, the goals of the organisations, and the learning resources available (Van Dyk & Erasmus, 2003:119). In the context of employee development, learning is regarded as an individual's ability to do something that one was previously unable to do (Van Dyk & Erasmus, 2003). Learning as a process focuses on what happens when the learning takes place.

Learning is defined as a permanent change in behaviour that occurs as a result of existence and/or experiences (Sigelman & Shaffer, 1995:210). It is change – in thoughts, perceptions, or reactions to the environment – that is neither programmed by the genes, nor due to maturation (Domjan, 1993). However, humans are distinctive species. As Kolb (1984:1) comments:

Human beings are unique among all living organisms in that their primary adaptive specialization lies not in some particular physical form or skill or fit in an ecological niche, but rather in identification with the process of adaption itself --- in the process of learning. We are thus the learning species, and our survival depends neither on our ability to adapt nor only in the reactive sense or fitting into the physical and social worlds, but in the proactive sense of creating and shaping those worlds.

Thus, Kolb (1984) defines learning not as fixed and immutable ideas, in regards to which change can be measured, but as a process from which concepts are derived and which is continuously modified by experience. Further, to learn is not the specialised realm of one function, such as cognition or perception, but involves the integrated functioning of the total organism –thinking, feeling, perceiving and behaving. Brookfield (1990) further points out that learning are not a rational, bloodless, and ascetic phenomenon. He believes that learning is an activity invested with such significance by learners, and in relation to which their fragile egos face such potentially serious threats, that they must also experience the activity emotionally. Therefore, the concept of adult learning is complex and intriguing.

The three theoretical frameworks under which learning theories fall are; behaviourism, cognitive theory and constructivism. Behaviourism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behaviour to explain brain-based learning. Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts (Knowles, 1990)

During the 1800s, the education orchestrated by the traditional school of learning, which has proponents such as E.L. Thorndike, was believed to be totally prescriptive and with a regimented sequential curriculum. It is the contribution of the traditional school of learning (i.e. laws of readiness, exercise and effect) that has brought a central tenet of adult education into existence as it is today. Writers, psychologists and researchers agree that there are three fundamental types of learning: classical conditioning; behaviour modification; and modelling (or observational learning). Behaviour modification and modelling provide some initial insights into how people learn. People are likely to perform behaviour if it results in a reward. Modelling is useful for acquiring large, integrated patterns of behaviour. However, modelling does have some significant links to the knowledge creation process of socialisation. So, given the right conditions (meaning andragogical assumptions), modelling can be a dynamic learning process for adults.

Mezirow (1991:7) asserts that adults are transformative and move toward a more inclusive, differentiated, permeable and integrated meaning perspective. He further believes that transformational learning theory, described as constructivism, holds that the way in which adult learners interpret and reinterpret their sense of experience is central to making meaning, and hence learning. Meaning structures (perspective and schemes), which are major components of theory, are broad sets of predispositions resulting from psychocultural assumptions which determine the horizons of our expectations (Mezirow, 1991). Meaning structures are understood and developed through reflection. According to Mezirow (1991) reflection involves a critique of assumptions to determine whether the belief, often acquired through cultural assimilation in childhood, remains functional for us as adults.

2.7.1 Why and how do adults learn?

In answering why adults learn, one of the most important reasons for why there should be learning is because adults need the rewards (in the form of salary increments) and to become autonomous and responsible thinkers (Mezirow, 1996a). In addition, Reitzug (2002) explains that, as teachers become, and act as, autonomous professionals, different kinds of in-service activities are needed for development purposes. However, the likelihood of teachers becoming effective learners themselves is influenced by the extent to which the professional development programme can optimally and meaningfully draw on adult learning, their own experiences as learners, their perception of the need for learning, existing demands on their time, and the rewards (in the form of salary increment)

for such involvement (Daines, Daines & Graham, 1993; Claxton, 1996). Furthermore, the adult educator's responsibility is to help learners to reach their objectives in such a way that they will function as more autonomous, socially alert and responsible thinkers. In helping educators to learn to achieve a specific short-term objective, instrumental learning is crucial. For teachers to achieve their goal requires communicative learning. The concept of 'autonomy' refers to the understanding, skills and disposition that are necessary to become critically reflective of one's own assumptions and to engage effectively in discourse to validate one's beliefs through the experiences of others who share universal values (Mezirow, 1996b). Most importantly, as Mezirow (1996a) indicates, there are different processes of learning involved and different forms of appropriate educational interventions.

Adult educators need to understand that transformative learning takes several forms, either objective or subjective. In facilitating transformative learning, educators must become aware and critical of their own and others' assumptions, since they need to practise recognising frames of reference and using imaginations to redefine problems from a different perspective. Frames of reference are transformed through critical reflection on the interpretations, beliefs and habits of mind or points of view on which they are based. Learning to solve problems instrumentally, or when involved in communicative learning, necessitates critical reflection on the assumptions made. Mezirow (1996b) believes that teachers must assume responsibility for setting objectives that explicitly include autonomous thinking and critical reflectivity.

2.7.2 Adult learning

The concept 'adult' focuses on the adults' life situation (Gravett, 2001). As proposed, the concept 'adulthood' includes a collection of norms and values, and is therefore multifaceted. Aspects such as autonomy, responsibility and self-determination are generally perceived as important attributes of adulthood (Gravett, 2001). This study focuses on teachers as adult learners, who have the self-concept of being responsible for their own lives and decisions (Knowles, Holton & Swanson et al., 1998). Teachers, as learners, have established attributes, convictions and thinking patterns and might find it difficult to learn new ways of thinking and doing if they contradict their beliefs and experience (Gravett, 2001). Although the importance of adults' experience is viewed as self-evident in the adult literature, their accumulated experience becomes even more significant when learning is viewed from a constructivist perspective (Gravett, 2001). From

such a perspective it is argued that, as people develop and mature, they build a frame of reference (meaning structures, personal constructs or schemata) that act as a perceptual filter through which they observe, experience and evaluate events.

This study provides a brief explanation of adult learning, mainly because it is based on adult (teacher) learning and development. The main objective of educational development is to assist people to learn. However, learning in an educational context is not incidental, but it is purposeful, meaning specific outcome expectations and standards. Educators need to realise that the process and the creation of an environment that is conducive to learning demands an understanding of what the learning process entails, as is prescribed in the IQMS process. The above is interesting in the context of work by Hopkins (1990) and Fullan (1991), who argue that understanding change does not necessarily need to precede its implementation. Often, it is only after implementation that understanding is developed. Spillane, Reiser and Reimer et al. (2002) suggest that change is a negotiated and interpretive process, and that it is not simply a function of being a direct translation from what is written in the ensemble of policy documents regarding classroom practice, which is a view that is consistent with that of Bowe, Ball and Gold (1992).

▪ **Adults as learners**

The term 'andragogics' is used to describe the science of adult education. In broader terms, adult learning can be defined as the education of, and learning by, adults, aimed at assisting adults in fulfilling their roles as educators, workers, citizens and parents (Van Dyk, Nel & Loedolff et al. 1993:137). Van Dyk et al. (1993) identifies the following attributes of an adult learner as a lifelong learner conceptualised as a workplace learner.

Table 2.2: Differences between the child and the adult learner

| Attributes | Child | Adult |
|---------------------------|--|--|
| ➤ Must know | Learning content determined by the teacher | Why something must be learnt determined beforehand |
| ➤ Learner's experience | Little or none | A great deal of high quality |
| ➤ Concept of learner | Dependent on the teacher | Provides own direction |
| ➤ Readiness to learn | Whenever instructed to do so | When the need is experienced |
| ➤ Orientation to learning | Activities subject-oriented | Activities task- or life-based |
| ➤ Motivation to learn | Largely extrinsic | Largely intrinsic |
| ➤ Authority relationship | Dependent on the teacher | Independent and responsible |
| ➤ Responsibility | Little or none | Joint |

Source: Adapted from Van Dyk et al. (1993:139).

From the above table, it is evident that the child usually depends on someone else to learn, whereas adult learners know why they must learn, are self-motivated to learn, bring a great deal of quality experience to the learning situation, and are ready to learn when they experience the need to learn. In the learning environment, activities are life-task and problem-oriented, with the motivation to learn having to be intrinsic by nature, as it promotes success. For one to develop in terms of the IQMS, intrinsic motivation is crucial. Reasons for intrinsic motivation related to the teaching activity are expertise and the transmission of subject knowledge (Muller, Allianta & Benninghof, 2009). From the above discussion, it is, therefore, evident that although the IQMS satisfies both intrinsic motivation, in the form of teacher development, and extrinsic motivation, in the form of payment, it does not yield the desired results.

Ryan and Deci (2000:55) differentiate intrinsic motivation from extrinsic motivation. To them, intrinsic motivation means doing something because it is inherently interesting or enjoyable, whereas extrinsic motivation refers to doing something because it leads to a separable outcome. Extrinsic motivation, such as money/pay, can have a detrimental effect on intrinsic motivation and task achievement. Other examples of extrinsic motivation are; work conditions; autonomy; and job security.

Muller et al. (2009) allege that, as motivation is difficult to observe directly, it has, therefore, been defined by the behaviour that individuals are supposed to develop. As a result, motivation can be defined as a process that activates, reinforces and maintains the behaviour of individuals towards the achievement of intended objectives (Roussel, 2000:5). According to Ryan and Deci (2000:54), to be motivated means to be moved to do something. The concept of 'self-regulation' is a fairly new construct of motivation, describing performance guided by three key processes, namely self-observation

(monitoring one's activities), self-judgement (self-evaluation of one's performance) and self-reaction (reactions to performance outcomes) (Zimmermann & Schunk, 2001).

Wheatley (2000) purports that if we want our world to be different; the first act needs to be reclaiming time to think. Hord (2009) reiterates that, as permitted by the principal, teachers should be given sufficient time to hold meetings. He suggests that teachers are to be given time to learn. Hord (2009) further argues that helping parents and other members of the school community to understand the need to adjust the school schedule to enable educator learning is another task that must be performed. For one to develop, one must be willing to do so, as development is inherent behaviour. A person should choose to develop.

Hanson (2003) identifies the following sources of encouragement of the development: professional responsibility and socialisation of people. To him, one's development makes one responsible for one's actions. Ability and commitment require some 'reflexive' competence that professional teachers necessarily have, in addition to having content, pedagogical and societal knowledge (De Clercq, 2008). She argues that the expectations of teacher professionalism and competency are interestingly promoted by the Department of Education policy document entitled *The Norms and Standards for Educators* (Republic of South Africa. Department of Education, 2000), which spells out three kinds of applied competence, to develop future teachers namely; practical, foundational and reflective Competences.

To master the above-mentioned competencies, teachers need to be exposed to meaningful opportunities to question and learn from teacher experts who provide advice and give demonstrations and regular constructive feedback. To Darling-Hammond (1989) the supervision of teachers by experts or 'critical friends' is best at promoting valuable collective learning experiences. As a result, De Clercq (2008) argues that different forms of professional development are needed to address teachers with different needs or work demands and expectations. More importantly, such a multifaceted approach is suggested in the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) (Republic of South Africa. Department of Education, 2007:18). It is, therefore, believed that the motivation to learn must first start from the inside, and then progress outwards.

Because of the adult learners' independence, they are involved in a whole network of relationships. Adults decide for themselves what to learn and which subjects to choose. Adults are, therefore, in control of their own development. Mezirow (1994:222) suggests that there are three levels of adult learning: instrumental, communicative and emancipatory.

- **Instrumental learning**

Instrumental learning involves the process of learning to control and manipulate the environment or other people, and often takes the form of task-oriented problem-solving, in relation to how to do something, or how to perform. This type of learning allows people to establish the 'truth' by means of empirical tests and objective measurement. Changes can be measured as a result of our learning in terms of productivity, performance or behaviour. Instrumental learning helps teachers to learn to achieve a specific short-term objective. In achieving their goal, communicative learning is required.

- **Communicative learning**

Communicative learning differs from instrumental learning on two counts. Firstly, communicative learning involves the dynamics of understanding others, rather than how to control or manipulate the external environment. In communicative learning, the approach is one in which the learner attempts to understand what is meant by another through speech, writing, drama, art or dance. You are involved in communicative learning as you read a text. Communicative learning is trying to understand what someone means –it often involves values, intentions, feelings, moral decisions, ideals and normative concepts, like freedom, love, beauty and justice, that may be defined only by their contexts (Mezirow, 1994). Secondly, Mezirow (1994) contends that, instead of attempting to determine 'truth' (as occurred in instrumental learning), communicative learning seeks to establish the validity, or justification, for personal beliefs. It should be noted that communicative learning is amenable to empirical tests.

For communicative learning, an interaction called a rational discourse is imperative. As espoused by Knowles (1990), one major defining feature of adult learners is the need to understand the meaning of what others communicate. The need to understand values, ideals, feelings and moral decisions can only be satisfied through rational discourse. Mezirow (1994) points out that such discourse is more likely to be successful when the learners:

- have an equal opportunity to participate in it;
- are free from coercion and distorting self-deception; and
- are open to alternative points of view and care about the way in which others think and feel.

Also, Argyris (1992:153-155), in his model II theory-in-use, devised three variables. Model II is essentially a description of his double-loop learning theory, in which an individual examines or changes the underlying governing variables or master programmes. The following pertains to the theory in question:

- The interaction is based on valid information.
- The participants have free and informed choice.
- The participants keep testing the validity of the choices, especially as the choices are being implemented.

- **Emancipatory learning (Transformational learning)**

Cranton (1996) believes that emancipatory learning requires individuals to transform their basic frames of reference (meaning structures), to which Argyris (1992) refers as master programmes that are present in the individual's head, and which dictate the kind of meanings and behavioural strategies the individual will, or will not, produce. Frames of reference are deep-seated underlying values and belief systems that guide, shape and dictate everyday attitudes and behaviours. Cranton (1996) refers to them as structures of assumption, stating that it is through them that experienced are understood. Such frames of reference are necessary, because they provide a predisposition to act. Mezirow (1990) suggests that is done and not perceived, comprehended and remembered is profoundly influenced by one's frames of reference. Mezirow (1991) proposes that there are two types of frames of reference: meaning perspectives and meaning schemes. Though the researcher provides some good descriptions of meaning perspectives, he fails to clarify what is meant by meaning schemes. However, Brookfield (1990) uses the term 'assumptions', suggesting that there is a hierarchy of three assumptions: paradynamic, prescriptive and causal.

- **Paradynamic assumptions**

Paradynamic assumptions are the same as Mezirow's meaning prescriptive (Mezirow, 1994). They are the basic axioms that are used to order the world into fundamental categories. Paradynamic assumptions, which are broad sets of predispositions, are the

foundation for prescriptive and causal assumptions. They provide us with criteria for judging right and wrong, bad and good, true and false, appropriate and inappropriate.

- **Prescriptive assumptions**

Prescriptive assumptions give guidance on what ought to be happening in a particular situation, as there is a desire to live in an orderly world. Such assumptions can be identified by the use of the words 'ought' or 'should' in conversation.

- **Causal assumptions**

Causal assumptions can help in understanding how different parts of the world work and the conditions under which processes can be changed. Emancipatory learning (transformational learning) looks at changing frames of reference – paradynamic, prescriptive and causal – and is a very complex, value-laden and emotional process. At the heart of transformational learning is the process of critical reflection, in which the individual actively examines the assumptions or frames of reference to see whether they still have a place in an individual's current life.

To Mezirow (1991), the different types of learning can help stimulate change in a person. With communicative learning, new ways of making meanings both subjective and objective are realised. Mezirow emphasises that, unlike education that is geared towards children, adult education is transformative, and can move an individual toward a more inclusive, differentiated, permeable and integrated meaning perspective. He confirms that use of the different learning types is beneficial for development. In transformational learning, educators must be critical of their own and others' assumptions, since they need practice in recognising frames of reference and in using their imagination to redefine problems from a different perspective.

The three types of learning presented by Mezirow (1994) are crucial for teachers' development, since they are inseparable. Resolution 8 of 2003 (Republic of South Africa. Department of Education, 2003), under the guiding principles, declares that the system includes a process of self-evaluation, the discussion of individual expectations, and the development of human resource strategy and skills development. With this, it is evident that the goal of these various types of learning is to develop teachers.

2.8 Problems with teacher development

Marais and Meier (2004:223) indicate that, since South Africa embarked on the implementation of the new curriculum, new schools and classroom realities have been created that require educators to reconsider existing teaching practices. Rathogwa (2006:31) alleges that improvement in educator quality is sought in teacher development, which calls for the upgrading of the schedule leading to teacher professional development. Change, as one of the challenges among teachers, implies that the education system should change its approach to teacher professional development. To support this, Dean (1991:26) argues that most of the changes implemented in schools require a change in teaching style.

Among the problems that have been identified as affecting IQMS negatively, technical, human and implementation capacity seem to have more relevance to the current discussion. The following have been identified as the most crucial areas: the policy lacks sound budgeting and effective implementation plans, and the responsibility concerned has been shifted to the teachers. Furthermore, the climate and the contextual circumstances of the school will determine which potential benefits might be realistically achieved and which will not be accommodated (Poster & Poster, 1992). Other challenges cited are that the advocacy programme of the National Department on IQMS has not been thoroughly driven, there has been insufficient training of teachers (Class Act, 2007:53-54), and the outsourced consultants have lacked adequate knowledge and experience to undertake such training. Also, some difficulties discovered were: lack of continuity in training; the inflation of scores; negative attitude about change; lack of monitoring by the Department of Education; and focus on remuneration, rather than on development.

Finally, other problems encountered by teachers in development are: teachers cannot expand beyond their own practices; it is difficult for them to identify more effective ways of teaching and mediating the curriculum (De Clercq, 2008); there is a poor culture of teaching and learning in the poorly functioning schools (Fleisch, 2008); the amount of administrative paperwork has increased (Chisholm, Hoadley, waKivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Ruleet al., 2005); there is a negative attitude to IQMS, with it being perceived as a cumbersome, time-consuming, and fruitless exercise (Wadvalla, 2005), and there is inadequate district school support, because of lack of human resources (De Clercq, 2008). The low morale of teachers, due to their poor working conditions and the inability to deal

with extensive policy changes, has seriously infringed on the successful implementation of IQMS.

Guskey (2000) remarks that, never before in the history of education has so much importance been attached to the professional development of teachers. No improvement in education can be ensured without teacher professional development. Therefore, such development has become a focal point in educational reform initiatives. Every proposal for educational reform and every plan for school improvement emphasises the need for high-quality professional development. As knowledge bases expand, as with practitioners in other professional fields, teachers must keep abreast of the emerging knowledge and be prepared to use it in their practice (Stiggins & Duke, 1990). Therefore, professional development is necessary for teachers, so that they can learn how to take on their new roles and to succeed.

Guskey (2000:4) emphasises the importance of professional development by stating that “one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development”. Based on the recognition of the importance of professional development, there is a serious concern about the effectiveness of professional development practice. As Guskey (2000:3-4) observes, teachers themselves frequently regard professional development as having little impact on their day-to-day teaching and lives; some teachers even consider their own development as a waste of time. Teachers participate in professional development primarily because of contractual obligations, but they often see doing so as something that they must “get out of the way” (Guskey, 2000:4), so that they can return to what they perceive as being the ‘important’ work of teaching students. Although teacher professional development is important, the activities that require pursuing in order to realise it are often seen as ineffective, meaningless, and wasteful. Therefore, it is imperative to know how to effectively enhance teacher professional development. Among other means of achieving professional development, teacher assessment is valuable in this respect, because it has been demonstrated as influencing teacher development.

2.9 Assessment and development in perspective

The field of staff development is too tolerant of practices and activities that are superficial, wasteful, ineffective, perhaps fraudulent, and even harmful, but that continue unchallenged day after day, and year after year (Mizell, 2000). Mizell (2000) believes that district and

school planning efforts lack a 'theory of change'. Instead of providing clear, compelling logical plans, he suggests that they often enter a zone of wishful thinking about the impact that the efforts to improve are likely to have on student learning. Well-conceived theories of change are not only an aid to planning; they provide points of reference that assist in developing education strategies.

Wheatley (2000:99) argues that "if we want our world to be different, the first act needs to be reclaiming time to think." In contrast, Adelman (1998:91) concludes:

Time or the lack of it – is often a barrier, an excuse, a scapegoat, a defence for everyone. Time factor is crucial and should be priority; also the person's attitude plays a major role in a need for a person's development.

Teachers realise that professional development resources could be used to address the attitudes, beliefs, skills of both teachers and managers, who have hindered effective assessment in the past. Steyn and Van Niekerk (2002) had noted that the purpose of assessment should be to help teachers to get better at what they do, i.e. personal development, career development and organizational development. This is a very critical aspect, to which South Africa has paid little attention.

By 2006, it was clear that most schools and districts in South Africa still lacked the capacity and resources to participate in such an ambitious assessment exercise (Marneweck, 2007). As a result, the Department of Education (Republic of South Africa. Department of Education, 2007) commissioned a review of the implementation of the IQMS. Marneweck (2007) confirms the above by pointing to the unreliable and invalid process in terms of which most educators have been assessed and rated, irrespective of the level of learners' achievements. Arguably, IQMS stipulates that contextual factors should be taken into account, and that total scores can be adjusted to reflect educators' difficult school contexts and work constraints (ELRC, 2003).

Danielson and McGreal (2000:78-129) maintain that teacher assessment should focus heavily on professional development, using staff-directed activities for the purpose of promoting professional learning. They propose a model of assessment programme, in which classroom observation, evaluation and discussion of teacher performance, feedback to teachers, and the development of the professional growth plan and the school improvement plan are integrated, so as to facilitate teacher development.

In brief, teacher professional development can be integrated with teacher assessment. However, how teacher assessment is linked to teacher professional development still remains unclear, particularly in the South African context.

2.10 Conclusion

Thus far, the literature concerning teacher assessment has been reviewed in relation to teacher professional development. It has been confirmed by the literature that teacher assessment should, and could, be linked to teacher professional development. The findings provide the reference points for analysing the current practice of teacher assessment in South Africa. Although disputes and disagreements can exist in research, nevertheless, consensus is needed in practice. For teacher assessment to be effective in facilitating professional development in South Africa, the questions of how such an assessment system should be structured, and of what it should consist need to be considered. The way in which teacher assessment affects teacher professional development has not yet been fully explored. As a result, there are still many unclear issues regarding how teacher assessment could be used to facilitate professional development.

This case study is aimed at examining the link between assessment and teacher professional development. It explores assessment in close relation to teacher professional development, and can generate valuable research findings in this respect.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter contains an exposition of the research methodology and design used by the researcher to gather information on the IQMS for teacher professional development in Limpopo's Capricorn District, specifically in the Vlakfontein and Mogoshi Circuits. This research focuses mainly on the practice of school-based teacher assessment (i.e. the IQMS), in relation to teacher professional development. Whereas Chapters 1 and 2 have indicated the aim and the literature review of the study, Chapter 3 has explained the method and the design used to gather data.

The main participants in the study were the high school educators in the Vlakfontein and Mogoshi Circuits. For a better understanding of the research question, an interactive qualitative mode of inquiry (i.e. a case study), in the form of an individual interview was used. Bitzer (2004:5) refers to qualitative research as the type of inquiry in which the qualities, characteristics or properties of a phenomenon are examined in order to obtain a better understanding and exposition than might otherwise have been possible. With the qualitative study, the researcher sought to understand the lived experiences of the participants.

The current chapter gives an account of how the qualitative research unfolded. In order to understand the impact of IQMS on teacher development, in-depth interviews were conducted. This chapter includes coverage of the research design, including the selection of participants, the data collection techniques, the data transcription and the data analysis.

3.2 Qualitative research approach

The fundamental principle in qualitative research is that the qualitative researcher seeks to perceive the meaning that people ascribe to everyday life. According to De Vos (2002:79), a qualitative researcher is more concerned with understanding a phenomenon than with explaining it; with naturalistic observation, rather than with controlled measurement; and with the subjective exploration of reality from the perspective of an insider, as opposed to that of an outsider who is predominant in the quantitative paradigm. Maree (2007:51) asserts that qualitative research is concerned with understanding the processes and

contexts that underlie various behavioural patterns. As in the current study, the researcher is more concerned with the teachers' experiences and their development, as a result of the IQMS. With qualitative research, people are studied through interaction or observation of their natural environment, focusing on their meanings and interpretations (Holloway & Wheeler, 1996). In qualitative research, the emphasis is on the quality and the depth of information, and not on the scope or breadth of the information provided, as is quantitative research.

Unlike quantitative research, qualitative research focuses on describing and understanding phenomena within their naturally occurring context, aiming at developing an understanding of the meanings imparted by the participants (Maree, 2007:51). In this study, the researcher aimed to understand how the teachers experience IQMS in relation to their professional development. The use of qualitative research is relevant to this study, since it seeks to understand the teachers' experience and understanding of IQMS, in relation to their professional development.

Maree (2007:79) professes that researcher subjectivity cannot be eliminated from qualitative research, and he, therefore, sees the researcher as 'the research instrument' in data gathering. Qualitative research has been declared to be subjective in nature (Briggs & Coleman, 2007). Therefore, as a CS1 high school teacher and as a school development team (SDT) member who is involved in the implementation of IQMS, the current researcher has been tempted to sympathise with the participants in the study, since she regards herself as being a product of IQMS. In addition, Neuman (1997:397) further indicates that qualitative researchers should be sensitive about what to include as data, and should admit their own subjectivity, insight and feelings. As a research instrument, the current researcher ensured that she was disciplined and focused when recording data, as Neuman (1997:354) advises researchers to be.

3.3 Statement of subjectivity

Since the researcher conducts face-to-face interviews with the participants concerned in a study, the interviewer is, therefore, the main research instrument. Maree (2007) professes that the researcher's involvement and immersion in the changing, real-world situation is essential, since the qualitative researcher needs to record those changes in the real-life context. On the contrary, Neuman (2000) warns that a researcher cannot achieve immersion without bringing subjectivity into play. So doing requires a researcher to be

disciplined and more focused than usual when recording data. Bogdan and Biklen (2003:33) assert that the qualitative researcher's primary goal is to add to knowledge, and not to pass judgement on a setting. Furthermore, a qualitative researcher guards against bias by making voice recordings and by making field notes that include reflection on their own subjectivity.

The current researcher is a high school educator in the Capricorn District, Limpopo province, and was therefore empathetic to teachers' viewpoints during the interviews. Moreover, the researcher was personally concerned with the way in which the implementation of the IQMS has been conducted, since she is a member of the school development team (SDT) committee on IQMS. In addition, Denzin and Lincoln (1994:636) assert that personal experience reflects the flow of thoughts and meaning with which people have to cope in their problematic immediate situation, which can be routine.

3.4 Choice of participants

Qualitative researchers look for people who are data-rich informants to share their thoughts to help illuminate, interpret and understand the phenomenon under consideration better than they otherwise would. For this reason, the researcher in the current study used a sample of twelve teachers, consisting of four teachers from each school. Lemmer and Van Wyk (2004) confirm that the use of a small sample is common in qualitative research, in which the aim is acquiring depth of insight. Selecting such a small number enabled a detailed understanding of high school teachers' experience of IQMS in teacher professional development to be obtained. The three different high schools, with varied learner performance, were selected as research sites. The criteria used to select participants at the three schools included young and old, male and female teachers who were actively involved in the teaching field

The rationale behind the diverse performance level at the three selected high schools was to ascertain the impact of IQMS on teacher professional development. Therefore, teachers were selected according to McMillan and Schumacher (2001:433) for their desired attributes and profiles, and because they had a better knowledge of the topic. Another leading criterion was their current involvement with the IQMS process. Current teachers were, therefore, regarded as being relevant to the study, as they were the professional practitioners who could present their lived experiences in terms of teacher assessment for teacher professional development.

3.5 Locality of the participants

The current research took place in the Vlakfontein and Mogoshi Circuits of Limpopo province. The two circuits were selected by the researcher for their proximity geographically, so that she would not have to travel long distances when collecting data, since the two circuits were adjoining. Another important aspect was that all three of the selected schools were located in the Capricorn District. In order to have sufficient access to be able to collect the necessary data from the three high schools concerned, relevant procedures were observed and permission was granted. Also, letters of application were sent to the three chosen high schools, and their permission was granted to conduct the study at the schools in question.

3.6 Data collection

3.6.1 Sampling technique

The two sampling methods used were those of probability and non-probability. Briggs and Coleman (2007:130) explain the probability method as one in which the researcher has access to each individual person or unit in the population from which the sample is being drawn, and as one in which each member of the population should have an equal chance of being selected as does every other member. Also, probability samples depend on the availability accessibility of a sampling frame. In contrast, when using a non-probability method, the researcher lacks access to the whole population, and does not have a sampling frame. The researcher cannot contact all members of a given population, but can only use a sample to represent the population. As a result, in the current study, the research question required purposeful sampling.

Cohen, Manion and Morrison et al. (2002:92) profess that the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation, but also by the suitability of the sampling strategy adopted. Due to factors such as cost, time and accessibility, the researcher does not obtain information from the whole population, but from a smaller group of the total population. Sample size differs, because it is determined, to some extent, by the style of the research. Whereas a survey style usually requires a large sample, particularly if inferential statistics are to be calculated, in a qualitative style, the sample size is likely to be small, as in the case of the three schools selected for the current research.

In the present study, the researcher used a small sample of 12 participants, consisting of four high school educators in the three selected high schools, according to school performance, being the best performing, the better-performing school and the school with poor performance. Polit, Beck and Hungler et al. (2001:248) assert that qualitative research sample size is largely a function of the purpose of the enquiry, the quality of the informants, and the type of sampling strategy used.

For this study, the purposive sampling, in contrast with probabilistic sampling, is important. Maree (2007) explains purposive sampling as selecting information-rich cases for study in depth, in order to grasp the meaning of something about which one wishes to make generalisations. Such sampling is done to increase the utility of information obtained from small samples. Therefore the participants in the current study, being high school educators, were chosen for their information-rich status as key informants.

3.6.2 Research instruments

When collecting data, various research instruments were employed. The researcher should guard against misrepresenting the interviewee, meaning that one should not claim to reflect what the interviewee has said when what one is doing is reflecting what one thought the interviewee said, to which phenomenon Briggs and Coleman (2007) refer as 'faking'. The aforesaid two researchers argue that misrepresenting the interviewee in this way is to use data to serve the purpose of the interviewer, rather than to represent the authentic voice of the interviewee. In contrast, Maree (2007) claims that the aim of a qualitative interview is to see the world through the eyes of the participants, who can be a valuable source of information. Different forms of qualitative research are employed when one embarks on research: observations; interviews; objects; documents; and audiovisual (Briggs & Coleman, 2007; Leedy & Ormrod, 2010). Data in the current study were gathered by means of hour-long semi-structured interviews (Maree, 2007: 87). The researcher selected to use a semi-structured interview, since such an interview is flexible. Semi-structured interviewing also allows for the probing into, and the clarification of, answers.

3.6.2.1 Interview

De Vos (2002:298) expounds on the interview as a form of communication with a goal. Briggs and Coleman (2007:208) elucidate the interview as a setting to which those who are involved bring a range of different expectations and interests, with anything that an interviewer hears being potentially suspect. In addition, De Vos (2002:298) professes that the main aim of interviewing is to enter into the other person's perspective, and into the meaning that they make of their experiences. According to Maree (2007:87), an interview is a two-way conversation, in which the interviewer asks the participant questions in order to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants in a study. Maree (2007) professes that, with a qualitative interview, one sees the world through the eyes of the participants. He further iterates that a good rapport causes participants to be faithful to the topic and to deliver what they think are the most fitting answers possible (Maree, 2007:87).

An interview was used the principal means of data collection for reaching an understanding of the impact of IQMS on teacher professional development. Maree (2007) declares that people are interviewed in order to explore their views in ways that cannot be achieved by other forms of research and in order to report the findings in a way that is as close as possible to their own words. The current study used semi-structured individual interviews to elicit data from the CS1 high school educators in the Capricorn District in the Limpopo province. Maree (2007) explains a semi-structured interview as a form of interview that commonly used in research projects to corroborate data emerging from other data sources. A semi-structured interview, according to Maree (2007:87), takes a long time from one to two (1-2) hours, and requires the participants to respond to the predetermined questions. One other attribute of a semi-structured interview is that it allows for the probing and clarification of answers. An interview schedule is used in such an interview for defining the line of inquiry followed (Maree, 2007:87).

Although an interview schedule was used in the current study, there was flexibility during the interview, as the participants were allowed to ask questions about the questions that were being asked of them, and the researcher, in support thereof, was able to follow up on some contributions made.

For the purpose of the present study, four educators per school were selected. The participants were selected according to the different departments. For this study, the

researcher preferred to let every department in a school be represented, including languages, commerce, science, and technical. In the cases where the school in question did not have all the departments concerned, all the departments that were available at the school in question were considered. Also, the issue of gender was considered, meaning that both male and female educators were included in the study, and finally, teachers were selected according to their experience, that is, both experienced and new teachers in the field were used. Most participants were interviewed in the comfort of their own homes, which the researcher visited after having made the necessary arrangements.

3.6.3 Challenges encountered during interview

The following challenges were encountered during the interview:

- Some participants were slightly uncomfortable with the use of the voice recorder, and, as a result, they did not feel free to elaborate on their responses. Other participants were slightly nervous to speak out when noting the use of a tape recorder during the interview. However, the researcher reassured them to openly express what they had to say in response to the questions that what asked. Only after such discussion did they relax sufficiently to allow for the recording to take place with all the participants.
- In most of the responses, participants noted that they had not been involved in the assessment (IQMS), and therefore could not provide first-hand knowledge of the situation that was enquired about. Although this might have limited the study, it is also an acknowledgement that teachers who were expected to be knowledgeable about, and who were meant to have participated in the IQMS process, seemed not to have had that exposure.

3.6.4 Data transcription

Numerous ways can be used to record data collected during interviews. For example, data can be recorded through writing, although doing so is time-consuming and sometimes distractive. Maree (2007:89) proposes the use of a tape recorder for interview recording, and advises that permission should first be sought from the participants before commencing with the recording. Note taking, as Maree (2007:89) suggests, should also be used to complement tape recordings, in order to allow for the reviewing of the answers and for the asking of additional questions at the end of the interview. Above all, written records are crucial for data analysis. During the interview, the researcher used the voice recorder

to ensure that voice recordings were kept and were accurate, as all the participants agreed with the idea of using the tape recorder.

3.7 Ethical considerations

When collecting data during the interviews, ethical principles needed to be adhered to. Cohen et al. (2000) expatiate one of the point by stating that researchers have to implement such principles to protect the privacy, anonymity and confidentiality of the participants, to guard against people getting access to the research without the necessary permission being granted by the participants. The researcher ensured that all the participants were told the purpose of the research topic, and were also informed that they had the right to withdraw from the study at any time that they so desired. The ethical considerations that required considering are briefly explained below:

- **Informed consent**

Bearing the principle of informed consent in mind, the participants required to be told the nature of the study and to be informed that they would be given the opportunity to participate in it. The participants were also told that they would have the right to withdraw from participating in the study whenever they wanted to, which is what Babbie (2001:470) referred to as voluntary participation. Also, Hankim (2000:143) professes that informed consent is a necessary condition for participation in a study. Furthermore, Leedy and Ormrod (2001:470) contend that any participation in a study should be strictly voluntary.

- **Violation of privacy, anonymity and confidentiality**

A researcher should consider the participants' right to privacy. According to De Vos (2002:68), privacy means that any information that is given to other people concerning the research should be accounted for. Polit et al. (2001:457) explain anonymity as the protection of participants in a study, such that even the researcher cannot link individuals with the information provided. Also, Cohen et al. (2002:61) share the same sentiments with Polit et al. (2001:457) concerning the principle of anonymity.

- **Confidentiality**

According to Babbie (2001:472), confidentiality presupposes that the researcher, and possibly a few members of his/her staff, should be aware of the identity of the participants, and that the last-mentioned have to make a commitment with regard to respecting the

confidentiality of the participants concerned. In line with the above explanation, it was made clear from the beginning of the research that the participants' name and identity and the name of the schools concerned were in no way identified. The findings of the research were to remain with the researcher and disclosure would only take place with the participants' permission.

Voice recordings were made with the participants' approval, and the data were kept until such time that the transcription of the interview was completed. Only when the interviewee agreed that the data were acceptable to them and that the work was approved were the recordings destroyed.

- **Caring and fairness**

In qualitative research, the risk of physical harm being done to the participants is rare, but, in contrast, participants may experience harm in the form of humiliation and loss of trust (McMillan & Schumacher, 2001). Consequently, the researcher laid specific focus on the caring and fairness required from her in the study, and paid particular attention to her actions and personal morality with regard to the participants.

3.8 Credibility and trustworthiness of the qualitative data

The researcher, in qualitative research, is the data-gathering instrument. Therefore, constructs such as credibility and trustworthiness are regarded as the 'true value' that is used to measure qualitative research (Lincoln & Guba, 1985:290; De Vos, 2002:351). Lincoln and Guba (1985:316), on the other hand, question how trustworthiness can be measured. Maree (2007) asserts that engagement in multiple data collection leads to trustworthiness. In relation to the measuring of the true value of the current research, the criteria of trustworthiness are discussed below:

- **Credibility**

The goal of credibility concerns the way in which the enquiry was conducted, and whether the subject was accurately identified and described (De Vos, 2002). In maintaining the credibility of the enquiry, two aspects are important. To the authors, the first way of maintaining credibility is through conducting prolonged periods of engagement (in order to learn the content, to minimise distortion and to build trust). The second way is to demonstrate whether the participants recognise the findings of the study to be true to their own experiences.

In the current study, credibility was enhanced by the researcher's engagement with the participants. The engagement led the researcher to gain trust and rapport with the participants, which served to minimise the challenges that were encountered during data collection.

- **Conformability**

Conformability matches the traditional positivist construct of objectivity, but shifts the focus from the inherent characteristics of a researcher (objectivity), and places it, instead, on the nature of the data concerned (De Vos, 2002:392). Most important is to verify whether the findings of a study can be confirmed by the findings of another. Importantly, Polit et al. (2001:315) allude to the point that, in qualitative studies, the issue of conformability does not focus on the characteristics of the research, but on the characteristics of the data instead.

In the current study, using the tape recorder during the interview sessions helped to ensure the accuracy of the data obtained. The recorded interviews were then transcribed word for word. Also, in trying to avoid bias, the researcher retained the contextualised voice of the participant in constructing the evidence. Briggs and Coleman (2007) profess that the reliability of the researched data must be evaluated against what is told by the interviewee, which could be done through comparing and contrasting what is said within a single interview and across repeat interviews.

- **Dependability**

In qualitative research, dependability means data stability over time and over varying conditions (Polit et al., 2001:315). Dependability, as a positivist notion of reliability, assumes an unchanging universe, in which inquiry could, quite logically, be replicated (De Vos, 2002:352). The current study was clearly defined in terms of time and space, as the interviews took place over a period of time.

3.9 Data analysis

Qualitative data analysis, which is based on an interpretive philosophy, aims at examining the meaningful and symbolic content of qualitative data (Maree, 2007). It establishes how participants make meaning of a phenomenon by analysing their attitudes, perceptions, understanding, knowledge, values, feelings and experiences, in order to approximate their

construction of the phenomenon. In data analysis, the researcher summarises what he/she has seen and heard in terms of common words and phrases, as well as in terms of themes that aid the researcher's understanding and interpretation of the emerging data. The current study employed narrative analysis strategies. After collecting the data, the researcher needed to organise the data collected. Maree (2007) explains data analysis as an ongoing and iterative process.

In the current study, the researcher analysed the data using qualitative data analysis. No third person was employed in data production and analysis. As the study is a qualitative study, the researcher did not wait until the process of data production was completed, which Oka and Shaw (2001:10) call "principles of interaction between collection and analysis". Therefore, when collecting the data, the researcher needed to organise the information that had been gathered. The collected data were, further, broken down into the categories described below.

3.9.1 Organising data

Organising data is the first step in qualitative analysis, as the collected data is lengthy and requires further intensive examination, understanding and reading (Maree, 2007:104). The collected data needed to be arranged in a highly organised manner. The final report required proper organising, and keeping track of the text involved. Maree (2007:104) describes organising data as a process of cutting and sorting.

3.9.2 Coding data

Maree (2007:105) regards coding as the process of reading carefully through transcribed data, line by line and splitting it up into meaningful analytical units. Coding is, therefore, explained as marking the segments of data with symbols, descriptive words or unique identifying names (Maree, 2007:105). According to De Vos (2002:346), coding is the operation by which data are broken down, conceptualised and put back together in new ways. In the current study, the emerged data were arranged according to themes.

3.10 Limitations of the study

Only two high schools out of thirteen (13) high schools in the Vlakfontein Circuit and one (1) high school out of thirteen (13) in the Mogoshi Circuit took part in the study. The study does not aim to generalise, but the findings are specific to the three schools identified

herein. A detailed description of each case is provided for a deeper understanding of the meanings that the participants assigned to their practices.

3.11 Conclusion

This chapter described the research methodology and the design employed in collecting the required data. The researcher elucidated how the participants and sites were selected, how the data were analysed, and how the reliability and the validity of the qualitative data were configured—all the while keeping in mind the limitations of the study. The chapter also contained an explanation of the methods used to obtain the data. In the next chapter, the gathered data are presented and discussed.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

This chapter presents, discusses and analyses the data generated during the in-depth interviews with the high school educators in the three selected schools. Twelve participants took part in the study. This chapter presents the participants' attributes, the identified themes, quotations from the participants' statements emphasising their meaning, and a discussion of each theme.

4.2 Characteristics of the participants

The following tables present the attributes of the participants at the three selected schools. The teachers participating in the study were identified as TA –TL, whereas the schools were termed schools X, Y and Z.

Table 4.1: Teachers at School X

| Codes for teachers | Highest qualification | Teaching experience (in years) | No. of teachers at the school | Subjects currently teaching |
|--------------------|--------------------------------|-----------------------------------|-------------------------------|--|
| TA | Bachelor of Education (BEd) | 20 | 12 | Mathematical Literacy, Sepedi, Mathematics |
| TC | Higher Education Diploma (HED) | 5 | 12 | English, Natural Science, Social Sciences |
| TE | National Diploma (NDIPLOMA) | 24 | 12 | Mathematics, Physical Science |
| TH | Higher Education Diploma(HED) | 21 | 12 | English, Life Sciences |

Table 4.2: Teachers at School Y

| Codes for teachers | Highest qualification | Teaching experience (in years) | No. of teachers at the school | Subjects currently teaching |
|---------------------------|--|---------------------------------------|--------------------------------------|---|
| TB | Advanced Certificate in Education(ACE) | 25 | 11 | English, Life Orientation, Sepedi |
| TD | Honours in Bachelor of Education (BEdHons) | 12 | 11 | Physical Science, Mathematical Literacy, Sepedi |
| TF | Honours in Bachelor of Education(BEdHons) | 17 | 11 | Life Orientation, English, Life Sciences |
| TG | Higher Education Diploma (HED) | 21 | 11 | Accounting, Economics |

Table 4.3: Teachers at School Z

| Codes for teachers | Highest qualification | Teaching experience | No. of teachers at the school | Subjects currently teaching |
|---------------------------|--|----------------------------|--------------------------------------|--|
| TI | Advanced Certificate in Education(ACE) | 9 | 10 | Life Orientation, Physical Science, Sepedi |
| TJ | Honours in Bachelor of Education (BEdHons) | 23 | 10 | Life Sciences, Natural Sciences |
| TK | Secondary Teachers Diploma (STD) | 8 | 10 | Mathematics, Natural Sciences |
| TL | Higher Education Diploma (HED) | 10 | 10 | English, Geography |

[The above tables present the teachers' professional qualifications and the information relating to the schools.]

Table 4.1 above provides the attributes of the teachers from the school that performed well, meaning that the Grade 12 results involved were good (50% – 70 %) whereas Table 4.2 displays the characteristics of the teachers from the school that produced outstanding results (80% - 100%), meaning that the Grade 12 results involved were excellent, and,

lastly, Table 4.3 portrays the professional information of the teachers from the school that performed poorly (0% - 40%), at which the Grade 12 results were poor. The three schools were differentiated by their learner performance: a school with outstanding results, at which the learners were performing outstandingly; a good school, at which the learners were doing well in their results; and a poorly performing school, at which the learners were not doing well, the results were poor, and learners fail in large numbers. The following discussion is based on the research questions asked.

4.3 Data presentation and analysis

Different participants have been affected by professional development differently. Some participants argued that they did not undergo IQMS training, saying that only one teacher and the principal were trained, with the aim of training other staff members who did not attend the training. The inadequate training received, according to the participants, has caused a serious challenge, as their co-workers, who attended the training, have not properly explained what the policy envisaged. The following discussion elaborates on the emerging themes from the data gathered from the interviews conducted at the three selected sites.

- **The developmental nature of IQMS**

The Department of Education (Republic of South Africa. Department of Education, 2003) has committed itself to the main objective of ensuring good-quality public education for all, and of constantly improving the quality of learning and teaching. The purposes of the IQMS are fivefold, with one being to provide support and opportunities for development to ensure continued growth (Republic of South Africa. Department of Education, 2003). The participants voiced their perceptions on the developmental nature of IQMS as is discussed below.

At School X, three educators (TC, TE, and TH) confirmed that IQMS is developmental in nature, and further said that, if it is properly applied, it could be developmental. They also indicated that it could help them to improve their class management, as well as the management of the institution as a whole, for better results. TE put it this way: *“Ja, if we use it properly, then now we will be able to improve ourselves, and can improve the manner of managing the class or the institution, provided that it is correctly used.”* TH said: *“Once a teacher is evaluated and realizes his problems [i.e. his weak points], he can develop in those areas.”*

In contrast, TA gave a different response to the question, indicating that, as an SDT chairperson, she had not yet undergone IQMS training. She further mentioned that the main reason for her not having received training was that their former principal had played a major role in discouraging them from doing so, by saying that anything that was going to delay him from having contact with the learners was discouraging to him. As a result of him lacking any interest in IQMS, all staff members had followed suit. TA then responded in this way:

Hmm, there is an English saying which says the taste of the pudding is in the pudding itself. I have not tasted it. I really don't know. If I say it is not developmental, when somebody has gone through the process and was developed, then the person will say something about it. I have never gone through the process, so I won't say it is developmental or not developmental. But I think when the government introduced it, they wanted to improve something somehow in teachers.

From School Y, two teachers assented that the IQMS was developmental, but only to a certain extent. TG put it in this way: *"Hmm, not that much, it only helps us concentrate on how to prepare our lessons, manage the school. Once [you are] familiar [with it], you would not develop further than that, because every year we are doing the same thing."*

The other two teachers from School Y opposed the developmental nature of IQMS, saying that, if it was developmental, that they would have achieved good performance throughout the whole country. TB phrased it as follows:

No, the reason is that, eh, we are being assessed. I want to be fair in this matter, at the school where I teach, this thing is just written; forms are just filled in without proper assessment being done. The problem is that we have [a] lot of work, we do not have time. People just fill in the forms of IQMS for [a] money purpose, and otherwise there is no development.

At School Z, all of the participants (TI, TJ, TK, and TL) agreed that the IQMS would be developmental in nature only if it were to be well presented and if teachers were to understand it. TI stated;

Theoretically, it looks good, the main problem is the way it has been brought to us, and it has [a] lot of loopholes, as if the Department was not aware that it was to be implemented. The mere fact that even the facilitators were not in a state where they could effectively train teachers made matters worse. Every corner you ask a teacher about the impact of [the] IQMS, the only response you would get would be 'I don't understand IQMS', and that the facilitators are incompetent and that has contributed towards the ineffectiveness of IQMS.

Discussion

The above discussion indicates that the developmental nature of IQMS, though possible on paper, practically never happened, as most of the participants indicated that the thing is was just written down, meaning the forms were just filled in without real assessment taking place. From the discussion, it is evident that even the principals' role was not active, as, according to departmental policy, the principals were expected to see to it that the policy was being put in place in schools. Unfortunately, one educator (TA) indicated that her principal had shown no interest in the policy, which, as a result, affected the whole school.

• Teacher development as a result of IQMS

In terms of the theme of teacher development, TC and TH from School X concurred that they had developed as a result of IQMS, though not much, which explains TC's answer: *"Not yet really, because the aim of IQMS, I think, is to improve up to the maximum, but now, according to myself, I know myself I am not yet improved to the maximum."*

TH described the situation as follows:

I can say I have developed here and there not at all. I did not meet all the demands, but here and there, at least, I can say I have developed not completely. I can say I was somewhere somehow motivated by the performance of other educators, and [that] it depends on the type of management you have. The more the management have quality is the more you are going to develop, because you follow the strategy that is applied by the management. But if the management of the school does not follow IQMS, then it won't work, but mine, I think over my side, they are applying it and it helps here and there. That is why I can say we are developing.

TA said that, though she had not undergone IQMS training, she, nevertheless, believed that it was a good tool to develop, but the problem was the 'how' part of it. TE said that she had really developed, due to the following reason: *"I did develop because there were those teachers who helped me to develop. I changed most of the way I used before using IQMS and also my Grade 12 results have improved."*

At School Y, TD and TG stated that they had developed in such a way that they were now able to improvise the necessary teaching resources so as to enhance teaching and learning. One of them said that, because of IQMS, he was able to prepare a lesson. In supporting the above statement, one of the three indicated: *"I got many opportunities, more clarity, like [i.e. such as] in areas where I have problems I sit down and discuss the problem with my colleagues (DSG) until I be [i.e. am] satisfied."*

On the other hand, TB and TF declared that he had never been assessed, but that they had only filled in the necessary assessment forms.

At School Z, none of the teachers said that they had developed due to the implementation of the IQMS, but they all consented that they had just filled in the forms for the purpose of management. Like others, the reason that they gave for not having developed was their lack of understanding of the IQMS, and that they had not been trained in it. They argued that the two teachers, who had represented their school at the training, were unable to train them, as had been expected by the Department of Education. TI said; *“Eh! I did not develop because the Department made [i.e. led] me not to understand. The Department, through the facilitators, failed to make me understand IQMS.”*

Discussion

The theme in question was more or less the same as the first in relation to IQMS's developmental nature. Some teachers indicated that they had developed, whereas some declared that they had developed, though not that much, while others said that they had not undergone assessment, which meant that they had not developed. One could see that there were contradictory views on the issue, and on the call for the Department of Education's intervention.

• **Effectiveness of IQMS in terms of teacher development**

Every organisation desires to have effective outcomes. When the Department of Education established the IQMS, it did so because the former assessment policies did not yield good results. With regard to the IQMS, the teachers at School X had mixed feelings about its effectiveness. Three educators, TA, TE, and TC, stated that, although the IQMS was effective, it, nevertheless, required some development. In concurring with the idea of development, one teacher put it this way:

I only heard teachers from other schools who [had] undergone IQMS, saying [that]they do [i.e. did]not know what is happening. They would say [that] they have gone through it once or twice, but [that]there is no follow-up. Some say they do not know what is happening. But you know what, I have heard some who have gone through it who enjoyed it, who realised it is [i.e. will be]effective if it can be run properly, if teachers were work shopped properly, and could understand what they are doing. Somebody from outside was sent by the government to our school, then our ex-principal was still out. He then say[i.e. said], as long as the principal is not interested in IQMS, I am telling you [that it]is going to be difficult for you to implement it. In the schools where IQMS is practised, even neighbouring school[s] benefit from such schools, they will tell you. Oh my God, when the result comes, they are the last one[s] with poor matric results, the reason being [that]IQMS is time-consuming. For all the teachers to be assessed in a school, it affects learners' time a lot. The other thing

is that lazy teachers like such times, as it is a good time for them to have excuses for not attending their lessons, since other teachers will be using their periods.

TH had an opposing view, saying that, if the IQMS could be used properly, there would be no problem.

In addition, three teachers at School Y, namely TB, TD, and TG, also agreed that IQMS was ineffective and needed to be developed. In supporting the idea, one of the three stated it this way:

Yes, I can say the statement is correct. Like I've said, doing the same thing every year without the [right] departmental guidance, no monitoring, no follow-ups and no support is really discouraging. Teachers do not know whether what they are doing is correct or not. The very lucky and few schools that have been visited, their challenge comes when the departmental official comes, he would say these things and when the other one comes, he also says other things and that frustrate teachers even more.

In contrast, TF believes that it is effective and that the problem is that people understand it differently.

In School Z, TJ and TK assented that IQMS would only be effective if it could be implemented in the right way, meaning that only if all relevant things to make it possible could be done, then it could be effective and benefit the country as a whole. On the contrary, TI and TL disputed the effectiveness and the exact development of IQMS. As with the other six participants in Schools X and Y, the two participants claimed that it needed to be improved.

Discussion

In terms of said theme, there are various opinions with regard to the effectiveness of IQMS in teacher development. Most of the participants agreed that it needed to be developed, and that the other challenge was the way in which it had been presented to the teachers. The response that was received from most of the participants was that it was time-consuming, and that they did not understand it. Heystek et al. (2005:128) aver that teachers can possibly be influenced only if school leaders can display a positive attitude towards development. In addition, Resolution 3 of 2008 is clear on the issue of the function of the SMT in ensuring the efficient and effective running of the IQMS. It is, therefore, evident that even the school leaders are reluctant in ensuring the proper implementation of the policy. It is also perceptible that, in the schools surveyed, IQMS is really not achieving its intended purpose of encouraging effective teaching and quality education.

- **The impact of IQMS on learner achievement**

With regard to the effect of IQMS on learner achievement at school, three teachers in School X, TA, TC, and TE, argued that the best learner performance at their school was not the result of IQMS, also indicating that in those schools that are fully practising IQMS, the results have been devastating. In supporting their point, one of them explained:

I cannot say it is IQMS that brings good performance, the reason being [that] IQMS is time-consuming. For all the teachers to be assessed in a school, it affects [the] learners' time a lot. The other thing is that lazy teachers like such times, because they know that other teachers will be asking [for] those periods, so as to be assessed. One other thing is that, in schools where IQMS is practised, results are too bad [i.e. worse] than [they are with] those who do not apply it. I believe [that] learner performance is an issue of teacher commitment and teamwork spirit, and also the active involvement of subject advisors.

On the contrary, TH reported that IQMS had helped her a great deal, so much, in fact, that she had even changed her teaching style, and that she enjoyed teaching. She supported her point by saying, *"Since changing my teaching style, my results have improved."* Also, at School Y, TB, TD, and TF argued that learner achievement was not the result of IQMS. They maintained that it was a matter of the teachers' hard work, and of their commitment to teaching and learning. In affirming their purpose, they believed that the different reasons put forward by the teachers on the IQMS were those affecting learner achievements.

TB elaborated on the above;

Learners do not always benefit from IQMS, because of the mixed feelings of teachers about IQMS, including lack of understanding of the instrument. The excellent learner result is not because of IQMS, but because of the staff commitment, passion and their sacrifice even during holidays without compensation.

In contrast, TG expressed a belief that, if the teachers could make room for the instrument in their hearts, they would take it seriously, which would benefit the learners. He elaborated: *"Since the implementation of IQMS, my school has improved a lot. The performance standards are been [i.e. being] adhered to, especially [by] those that are outside the classroom."*

The four participants in the study at School Z, TI, TJ, TK, and TL, stated that the learners would benefit if the instrument were well implemented and the teachers had understood it.

TI put it this way:

If it was well presented, it would benefit learners, because teachers would have more knowledge. As of now, learners' failure is not because of IQMS, but because learners

do not give themselves time for books. Instead, they would rather watch TV, [and] play with [on the] Internet and Face book.

Discussion

The above discussion revealed that there were mixed feelings about the IQMS, but the bottom line was that, if it were to be well presented, and if the teachers were to understand it, then it would benefit the learners. In other words, the participants were saying that the good results that they saw from other schools were not because of IQMS, but, because of the issues identified, being teacher commitment, teamwork, passion and sacrifice. In the policy document, one of the guiding principles says that “all learners have equal access to quality education”. To the current researcher, quality education means education that will benefit the learners. Therefore, it is important, and also the task of the IQMS, to ensure learner achievement.

• Teachers’ attitudes towards IQMS

Attitude is a personal thing, and people have different attitudes for different reasons. All teachers at School X concur that they have negative attitude towards the IQMS. Among other things, the following reasons were put forward as the core concerns: teachers’ lack of understanding of IQMS, despite it being simple theoretically, due to the difficulty that there was in its implementation, and the lack of human resources, especially of the assessors. The issue of lack of support from the Department of Education was also a bone of contention, with TE explaining the situation like this: *“Lack of understanding – if I don’t understand a thing, then how can I be positive about it? Let the Department make teachers understand IQMS.”*

Secondly, all the educators at School Y, being TB, TD, TF, and TG, stated that they had a negative attitude towards IQMS, and also that other teachers at their school felt the same about it. The reasons that they provided for supporting their motive were that, firstly, the teachers did not understand it. Secondly, the facilitators who failed to make teachers comprehend the policy were incompetent. The IQMS was also seen as extra work, on top of the workload that they already had, TF argues:

The reason is that I do not understand IQMS. That is why I ended up having a negative attitude towards it, but if I could be assisted to understand it, I do not think that I would have a negative attitude. The other contributing factor to my being negative is that the facilitators are really incompetent in making us understand the implementation of IQMS. The issue of teacher workload is also a thorn in the flesh whenever something new comes; it is a burden more especially because IQMS has lot[s] of paperwork.

All the participants at School Z, TI, TJ, TK, and TL, confessed that they did not hold with the introduction of the IQMS, with TJ disputing:

Before IQMS was introduced, we use[d] to produce good results, but since the introduction of IQMS, we no longer have time to teach our learners. The other reason is that even the training time is not enough. [A] 3-4 hours once-off workshop is not enough for a policy which [that]is to transform the country.

Discussion

From the above debate, it can be seen that almost all of the participants showed a negative attitude towards the implementation of IQMS, the reason being because they did not understand it. However, they also suggested that, if they could be made to understand it, they would change their attitude.

- **Combination of professional development and management.**

All the participants at School X stated that one instrument could not satisfy two purposes. They further suggested that the two purposes be separated. TA explained: *“Hmm! two instruments should be used for two programmes, otherwise the whole exercise encourages cheating and injustice.”*

The same sentiments were shared by three participants at School Y, namely TB, TD, and TF, that the IQMS could not satisfy two purposes. They further argued that the results provided were not a true reflection of what was transpiring at the school. The other challenge put forward was that, as of the time of the current study, some teachers had not yet received that 1%.

In contrast, TG at School Y claimed: *“Hmm! yes IQMS can achieve both purposes, depending on how it has been introduced and monitored.”*

All participants at School Z stated that the IQMS could not achieve two purposes. TK argued: *“Not okay, because even not [i.e. not even]all [the] teachers got the 1%, and also, for those who got it, that was because teachers just filled in the forms without even being assessed.”*

Discussion

The issue of linking payment with professional development is crucial. Concerns were being raised with regard to the lack of honesty in the IQMS process. The fact that not all the teachers had received the 1% had an impact on the implementation of IQMS. Wragg et al. (1996:134-135) assert that the issues of money and energy are frequently raised by educators and policymakers as working against the process of improvement. Under such conditions, the focus is shifted to record keeping, rather than to what should be delivered in the classroom.

- **The culture and climate of the school**

For IQMS to be well implemented, it is believed that the culture and climate of the school plays a crucial role. One teacher from School X, TH, substantiated this idea in this way: *“In terms of learning, the climate is very good. We support one another – every role-player is fulfilling his part.”*

In contrast, the three teachers acknowledged that the culture and the climate of the school did not encourage the implementation of the IQMS. As was indicated, the teachers illustrated that they had not undergone IQMS training, as a result of the misunderstandings. TA echoes the sentiment: *“. . . our former principal used to say that anything that is going to delay me from contact with learners is discouraging me. The man [i.e. the] former principal] was not interested in IQMS, and, as a result, the [rest of the] staff embraced his spirit.”*

At Schools Y and Z, all of the participants remonstrated that the culture and climate of the school was not conducive to the implementation of the IQMS. One participant indicated that they experienced poor infrastructure at the school, including the lack of classrooms, understaffing, and overcrowded classes, which, according to him, hampered quality teaching and learning.

Discussion

From the above analysis, it can be seen that the participants presented different opinions pertaining to the culture and the climate of their school. Schools Y and Z declared that their school climate and culture was not conducive to the implementation of the IQMS, which challenged the proper implementation of the IQMS. Poster and Poster (1993:7) maintain that the climate and the contextual circumstances of the school determine the

realistic potential benefits to be gained from the introduction of any innovative programme, and what cannot be accommodated. They believe that, in an open climate, educators are ready to discuss their work and the professional relationships are good. In such an environment, there is a potential for the encouragement and the development of the educators. In contrast, in schools where there are constraints on human resources, the focus of assessment might be on achieving specific objectives within the set resource constraints.

- **Time factor**

The issue of time was identified as the main concern of most of the teachers at the three schools. All the teachers at School X were challenged by the demands that they had on their time. They asserted that having to cope with time constraints was difficult, because they only had sufficient time to teach the learners. TA declared:

No, when coming to [the] time factor, it is difficult. You cannot implement the tool alone, which means three to four teachers will be affected. In addition, it means [that] three to four classes will be left without teachers, and the other reason is that it is very much time-consuming.

In addition, the participants at School Y concurred with those at School X that time was the real challenge. TG elaborated:

No, I think there is no time; we are fully preoccupied by the amount of work. Unless, otherwise, maybe the Department can consider the learner-teacher ratio of 1:35 and use another method. Maybe that will help us to have more teachers. But, as of now, we cannot be able to create time, because of the already [existing] workload [that] we have.

At School Z, all the participants remonstrated that the only training that they received was a 4- to 5-hour-long workshop, which two selected teachers at their school attended. The two teachers concerned failed to help them understand IQMS, because they also did not understand it. Such lack of comprehension discourages teachers from having a positive attitude towards IQMS.

Discussion

The issue of time seemed to be a real challenge, starting from when the IQMS was first introduced to the teachers concerned. Almost all of the educators complained of not having enough time for IQMS training, and also that they were still experiencing the same challenge at the time of the current study, even when having to put the policy into practice.

All the participants stated that they lacked enough time to implement IQMS effectively. As TA indicated, IQMS cannot be implemented alone, and that, for IQMS to be implemented meant that three or four teachers had to leave their classes in order for the teachers concerned to function as a development support group (DSG). One participant, TA, put the situation like this: *“No, when coming to the time factor, it is difficult – you cannot implement the tool alone, which means three to four teachers are to leave their classes to observe you, and it is also time-consuming.”*

In addition, the issue of workload was also mentioned as the other factor that complicated the implementation of the IQMS.

4.4 Conclusion

This section sums up the presentation of the collected data and the discussion of the identified themes. The chapter presents a brief overview of the professional standing of each teacher. The section elaborates on the voices of the teachers, regarding their experiences of the implementation of the IQMS. IQMS was also indicated as causing different understandings in their schools. Furthermore, the teachers were able to acknowledge what had made the implementation of the policy impossible. The next chapter gives the analysis of the findings and recommendations.

CHAPTER 5

FINDINGS, ANALYSIS AND CONCLUSION

5.1 Introduction

The aim of the current chapter is to present the key findings made in relation to the research question. In the light of the discussion presented in the previous chapters, the present chapter produces the general overview of the investigation to show that the aims of the research, as indicated in Chapter 1, have been fulfilled. The experiences of the teachers from the interviews conducted are described, together with the recommendations that are made for improving the relationship between IQMS and teacher development. Finally, the researcher concludes with some recommendations for further research.

5.2 Analysis of the findings

This section is based on the discussion of the findings in terms of the research question in relation to the literature.

- **The developmental nature of IQMS**

Although the literature review has presented the theoretical basis for realising the relationship between IQMS and teacher professional development, it is believed that the main objective of IQMS is to ensure quality education for all, as purposed by the Department of Education. Furthermore, in Chapter 2, the literature covered illustrated that IQMS can, and should, facilitate teacher professional development and that little is known about the kind of support that teachers should receive as a result of the teacher assessment. As indicated by the participants in the research, it has been revealed that teachers do not really understand how teacher assessment can enhance teacher professional development.

One of the major concerns of the participants was that the IQMS should be well negotiated among the teachers. The teachers wanted to be assisted with understanding and implementing the IQMS. From the participants, it was discovered that most of them had not undergone the assessment process, but had merely filled in the summative form for formality's sake, as doing so had been required by the Department of Education. Doing so had placed the assessment process in a poor position, since it had failed to satisfy the original intention of its creators.

From the above analysis, the literature can be seen to have found that the IQMS can, and should, facilitate teacher professional development. In terms of the theme, nine participants from three schools agreed that IQMS was developmental in nature, with the remaining three disagreeing with the view that IQMS was developmental in nature. The major concern of the participants was that the IQMS would only be developmental if it was applied properly.

- **The culture and climate of the school**

A structural systemic approach to teacher assessment cannot alone drive teacher development, because such development is unavoidably mediated by diverse school conditions and human factors (Cardno & Piggot et al., 1997). As such, for effective developmental assessment to take place, the performance standards involved should be contextual and negotiated with the educators (De Clercq, 2008). The issue of human factors should also be recognised, in terms of such factors as attitude, motivation, willingness or resistance, and self-development, which are some of the aspects that need to be considered as contributing factors to teacher development.

A positive climate and the culture of a school are believed to contribute to the desired culture and climate of the school. Bearing the latter factor in mind, eleven participants in the three schools complained that the culture and the climate of their schools was not conducive to the implementation of the IQMS. At School X, three teachers acknowledged that the culture and climate of their school was discouraging. At School Y, all four of the participants argued against the culture and the climate of their school. Their challenge was that they had a poor infrastructure, were understaffed, had overcrowded classes, and an unhealthy relationship with the environment (in conducive environment), according to them, hampered the quality of teaching and learning. Also, at School Z, all the participants remonstrated that the culture and climate of the school was unhealthy. Yet, one participant at School X proclaimed that she had received good support from the other teachers, and further indicated that every role-player in IQMS fulfilled his/her part. Surprisingly, a participant from School X described the culture and climate of the school as being conducive to the implementation of the IQMS, whereas the other three participants contradicted her.

Out of 12 participants, 11 complained that the climate and the culture of their schools was not conducive to the implementation of the IQMS. TA indicated that, at her school, the

former principal used to say that anything that was going to delay him from being in contact with the learners discouraged him, meaning that the principal was not interested in implementing the IQMS, and, as a result, the rest of the staff had followed suit. In contrast, in Schools Y and Z, the reasons put forward for inadequacies in implementing the IQMS were: poor infrastructure (e.g. lack of classrooms), understaffing, and the overcrowding of classes.

- **Time factor**

The restrictions on time were found to be of concern to all the participants. Many participants argued that they lacked sufficient time to implement the IQMS. They further indicated that they were overloaded with work, and that the IQMS was seen as being an extra burden. The challenge led to one of the participants suggesting that, if the Department of Education could review the principle of the learner-teacher ratio of 1:35, doing so would be helpful, because more teachers might be employed, and sufficient time might be created for the implementation of the IQMS. Time has been regarded as the greatest enemy because, from day one of the establishment of IQMS, the situation had not gone well. Considering the training sessions involved, the issue of time remained a serious challenge, resulting in mixed feelings among the teachers.

The other factor mentioned was that, for IQMS to be implemented, three to four teachers at each school had to be involved with the implementation. As the result of such a need, three to four classes had to be left without teachers. In other words, the IQMS was disruptive, as it resulted in some classes being without teachers. The findings also indicated that IQMS is time-consuming.

All the participants complained about issues of time. The once-off three-day workshop that only two selected teachers had attended had proved not to be a viable way of inculcating the culture of the IQMS in the schools in question. This was another aspect that had contributed to the ineffectiveness of the IQMS. The IQMS was also regarded as disruptive, due to its nature of involving three to four people at a time at any one school, which means that classes will be without teachers during the time of assessment.

More human resources should be made available in the Assessment Department to help teachers implement IQMS effectively. Quality workshops must run throughout the year. Regular follow-ups and support should be undertaken. Quality outcomes cannot be

expected as a result of poor service. The Department of Education must ensure that quality workshops are held by competent facilitators.

- **Teacher attitudes towards IQMS**

As was indicated in the previous chapter, attitude is a personal issue, and, as a result, a person chooses to have either a positive or a negative attitude towards a matter. In the current study, all the participants were found to have a negative attitude towards IQMS.

Looking at the reasons for the participants' negative attitudes, the following causes were highlighted by the participants: lack of understanding regarding the IQMS; the incompetency of facilitators; excessive workload; the view of IQMS as time-consuming; and having too little time available for training.

Without the support of the teachers, policy changes could not be put into successful practice. Therefore, the teachers should be assisted with doing self-assessment as a means of self-development, which would help them to reflect on their work, and to discover their strengths and weaknesses. Self-assessment, as Koutsoupidou (2010) puts it, is developmental, as it focuses on the teachers' own feelings and on the beliefs that they hold about their own teaching ability and efficacy.

It is crucial for the Department of Education to ensure that proper, transparent, understandable and easy-to-follow strategies are put in place for assessment to be possible. Dealing with issues like attitude is extremely problematic, but if proper means and ways of helping teachers to regain a positive attitude towards IQMS could be put in place, it would bring about an important transition in teachers' lives.

- **Achievement of the dual purposes of management and professional development**

The current study showed the dissonance that exists between different perspectives about the applicability of assessment to development and management (cf. section 2.3). The literature has argued that the use of management as a purpose can deter teachers from being open and frank, detracting from the underpinning of the success of professional development (De Clercq 2008). As a result, separate instruments and separate appraisers to assess for teacher development, and for management, have been suggested. In contrast, some scholars have proposed that a single teacher assessment system that is

properly conceived might simultaneously serve as a source of management and of teacher development (McLaughlin & Pfeifer, 1986, 1988; Poster & Poster, 1992; Danielson & McGreal, 2000; Stronge & Turker, 2003).

Of the 12 participants, 8 claimed that the two purposes in question could not be achieved by one instrument. They argued that separate instruments should be used for separate purposes, as well as that there must be one instrument for management, and another for professional development. They further said that the process had encouraged much cheating, with marks being inflated for financial gain. From the interviews that were held for the purposes of the current study, it was clear that many participants had not undergone IQMS training, due to various reasons that were put forward.

- **Effectiveness of the IQMS in teacher development**

In terms of this theme, seven participants maintained that, although IQMS was effective for teacher development, it still needed to be further developed. In contrast, five participants complained that the implementation of the IQMS had not been effective. Major reasons put forward by the participants for the ineffectiveness of IQMS were: different educators understood IQMS differently; its implementation had to take place in the right way, meaning that every teacher had to be trained by the Department of Education's competitive facilitators; the lack of departmental support; and the need for monitoring and follow-ups. Another challenge that emerged was that the implementation of the IQMS had been left in the hands of the schools, and if, per chance, the departmental official visited a school to check on how far the school was with the implementation, new information cropped up. In other words, every departmental official who visited a school came up with new information, which meant that teachers kept on having to carry out new procedures each time they had a departmental official visiting. The result was a great deal of confusion for the teachers, which also contributed to increasing their negative attitude towards IQMS.

TA at School X said that she believed in IQMS for teacher development, but that the challenge was how this should take place. Secondly, at School Y, TB said that he had not undergone the assessment process, but that he had merely filled in the summative form for the 1% pay allowance. Lastly, at School Z, no development in terms of the IQMS had taken place, with the reason for such lack of development that was put forward being the lack of understanding and the microwave workshops (one day to three days once off workshops) that had yielded no positive results. Participants further denoted that if the

Department of Education required a quality product, it must also provide a quality service for the teachers. In terms of the above, the participants basically referred to the Department of Education's incompetent facilitators and microwave training as some of the concerns raised.

The major aim of IQMS was the provision of quality education at schools through teacher development. Also, the literature confirms that teacher assessment is an important vehicle for promoting quality education. The failure for this to occur has been due to a number of important issues being neglected. Despite the policy being a good one, reaching the relevant recipients seemed to be the real problem. Until the Department of Education devised a better means and way of making the implementation of IQMS effective, although the policy would remain looking good on paper, it was still problematic in a practical sense. The current researcher, therefore, submitted that a thorough review be conducted and a better way and means should be identified to make the implementation of IQMS viable, implementable and user-friendly.

- **The impact of IQMS on learner achievement**

Teacher assessment has been discovered to be an important vehicle for promoting quality education (Danielson & McGreal, 2000; Ovando, 2001; Steyn & Van Niekerk, 2002; Stronge & Turker, 2003; Monyatsi et al., 2006). The use of IQMS has been realised as leading to teacher improvement and motivation in the interest of enhanced and relevant learning opportunities for learners. Furthermore, assessment as a measuring instrument can generate evidence of an individual's competence against specified descriptions of acceptable demonstration (Fraser, 1996). The purpose of assessment should also be seen as helping teachers to improve at what they do; and as a form of personal, career and organisational development (Steyn & Van Niekerk, 2002).

In terms of this theme, ten participants argued that learner achievement occurred despite the implementation of the IQMS. Even the school that performed the best prior to the survey asserted that their outstanding results were not due to IQMS, but they were to be seen as a result of their hard work, dedication and commitment. When the participants were asked about the role that had been played by the IQMS in their development, they asserted that they had not applied IQMS principles, as they had not known how to implement them. Again, they indicated that IQMS consumed much of their time, and that is the reason why they do not implement it in their daily teaching. In contrast, the remaining

two participants, one from School X (the well-performing school) and one from School Y (the best-performing school), maintained that IQMS has helped them, and claimed that, since utilising IQMS, their subject performance had improved. One of the two appreciated the role that IQMS played outside the classrooms. To him, the role of IQMS, both inside and outside the classroom, created a very balanced atmosphere, in which teaching and learning could be beneficial to all at the school.

The above discussion tells that IQMS was not important to the participants, since they were able to produce best results without it. The participants maintained that the best performance at their schools had not resulted from the implementation of the IQMS, but had been due to their own commitment, hard work, sacrifice, passion and dedication. TA further indicated that the Matriculation (Grade 12) results at the schools that were using IQMS to the letter were bad.

On the contrary, the remaining two teachers from School X and School Y professed that IQMS was helping them a great deal in class, as their subject performances had improved, and the implementation of the IQMS had created a balanced atmosphere for teaching and learning. The other challenge in overcoming the high failure rate, as identified by TI, that was experienced at School Z was that the learners, rather than paying attention to their schoolbooks, rather chose to watch TV all day long, and to spend time on the Internet, including on Face book.

5.3 Recommendations for further research

The findings of the study suggest the following pre-eminent areas in the search for further knowledge. That is, further research into issues of teacher assessment in schools in the Limpopo province is required. The qualitative method seems to be appropriate for the discovery of important themes in education, as the use of such a method allows the participants the opportunity to relate their experiences in their practice. As a result, many aspects relating to teacher assessment in Limpopo schools require extensive research, such as the following:

- the developmental nature of IQMS;
- the impact of IQMS on learner achievement; and
- the culture and climate of the school.

5.4 Conclusion

The participants in the current study had not developed due to the implementation of the IQMS. From their deliberations on IQMS, it is evident that most of them had not undergone IQMS assessment, but had merely filled in the summative forms for the Department of Education's record-keeping purposes. The Department of Education clearly needs to come up with better strategies to improve the quality of teaching and learning. The results of the study indicate that the teachers still needed to be trained on the importance of assessment, so as to be more effective in their teaching and learning situations than they had been in the past. The study also revealed that little had been done as far as IQMS in schools was concerned. The teachers indicated that they had received insufficient support to help them understand the IQMS. The further suggestion is made that every teacher must be trained. The former strategy of sending two teachers per school had also played a crucial role in undermining the entire intention of IQMS (i.e. teacher development).

The researcher, therefore, concludes that the IQMS has the potential to develop teachers. The major contributing factor to IQMS's ineffectiveness has been found to be the teachers themselves, though there are other outside factors that have also contributed towards its ineffectiveness, such as the culture and climate of the school, the developmental nature of IQMS, and the impact of IQMS on learner achievement. From the above deliberations, IQMS has been shown as not yet having made any positive contribution to most of the participants. If the teachers could be assisted in understanding the practical nature of IQMS, then there would be some development that would be likely to produce good results at every school.

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Appendices

Appendix A: Permission-requesting letter: Department of Education

3388 Zone 2
Seshego
0742
12 October 2010

The District Manager
Vlakfontein Circuit
Private bag x02
Juno
0748

Dear Sir

APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH IN VLAKFONTEIN CIRCUIT

I, Mahlaela Kedibone Irene, a lady teacher at Mapale High School am studying Master degree with the University of Stellenbosch. I therefore, humbly request to be allowed to conduct a research in the three schools, namely, Nkgopoleng-Bakone, and Makobateng High.

My research topic is "Teacher assessment (IQMS) for teacher professional development.

Research Question, "Is IQMS an effective policy to encourage teacher professional development. Interview will be conducted after school hours to avoid disturbing the teaching and learning process.

Hope my application will be considered.

Yours faithfully
Mahlaela KI (Mrs)



AGENCY CITT - VDEMS KESCH
CENTRAL JUBILEE AVENUE CHILIZIWA INYUYA CHURCH

3388 Zone 2

Seshego

0742

19 January 2011

The Circuit Manager

Mogoshi Circuit

Bakone

0742

Dear Madam

APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH IN MOGOSHI CIRCUIT

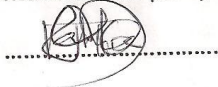
Mahlaela Kedibone Irene, a lady teacher at Mapale High school, wish to conduct a research at Mahoai high school. I am a student at the University of Stellenbosh, studying Master degree in (Policy studies).

My research topic is "Teacher assessment (IQMS) for teacher professional development". The research question being, "Is IQMS an effective policy to encourage teacher professional development?" I promise that this research will not in any way interfere with the teaching and learning at the school, but will be done after lessons.

Hope my application will be considered.

Sincerely yours

Mahlaela K.I (Mrs)





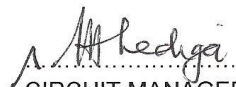
ENQUIRY: LEDWABA D.C
CONTACT NO: 082 817 8883
DATE: 12 SEPTEMBER 2011

TO: MRS MAHLAELA K.I.

CONSENT TO CONDUCT RESEARCH: MAHLAELA K.I.

1. This bears reference.
2. Mogoshi Circuit acknowledges receipt of your request to conduct a research at Mahoai Secondary School.
3. The Department can only grant you permission provided that classes are not going to be disrupted and that no educator is to be requested for interviews during working hours.
4. We request the researcher to abide by the demands as stipulated in paragraph 3.

Yours faithfully


.....
CIRCUIT MANAGER
/nmm



"Development is about people"

"We belong, we care and we serve"

"The heart beat District of Limpopo Province"



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION
CAPRICORN DISTRICT**

20 October 2010

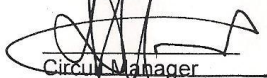
Mahlaela K.I
3388 Zone 2
SESHEGO
0742

Dear Madam

**RE: APPROVAL TO CONDUCT RESEARCH IN VLAKFONTEIN
SCHOOLS**

1. The above matter bears reference.
2. Your request to conduct research in Nkgopoleng Bakone high school and Makobateng high school has been granted.
However, this should not compromise your daily duties and responsibilities in the school you are attached to. Kindly communicate with the schools mentioned above on the date, time and people affected which you shall be conducting your research together with.
3. I hope and wish this research is successful and widens your experience in your field of studies.

I sincerely remain
Madiba M.D


Circuit Manager

DEPARTMENT OF EDUCATION,
Vlakfontein Circuit, Private Bag X 02, Juno, 0748
Fax No. 0152280008

The heartland of Southern Africa – development is about people

3388 ZONE 2

SESHEGO

0742

01 MARCH 2011

THE PRINCIPAL

NKGPOLENG BAKONE HIGH

PO BOX 595

JUNO

0748

DEAR SIR

APPLICATION TO CONDUCT RESEARCH AT YOUR SCHOOL

1. The above matter bears reference.
2. I am a student at Stellenbosch University doing Master Degree and wish to conduct a research at your school.
3. My research topic "Teacher assessment for teacher professional development.
4. I promise that this research will not in any way interfere with the teaching and learning at your school.
5. To carry out the research, four Cs1 teachers will be interviewed.
6. The criteria for selecting the four teachers 1. Both genders should be represented, teachers who have less experience (+- 7 years and less) and 15years of experience upwards.

Hope my application will be considered.

Yours sincerely

Mahlaela KI



Contact no: 0843025213



ABANTU CHIT FIVINDA 2 KEMOKI.
CHURCH SYSTEM OF THE CHRISTIANITY IN THE CHURCH

3388 ZONE 2

SESHEGO

0742

01 MARCH 2011

THE PRINCIPAL

MAKOBATENG SECONDARY

PO BOX 439

JUNO

0748

DEAR SIR


APPLICATION TO CONDUCT RESEARCH AT YOUR SCHOOL

1. The above matter bears reference.
2. I am a student at Stellenbosch University doing Master Degree and wish to conduct a research at your school.
3. My research topic "Teacher assessment for teacher professional development.
4. I promise that this research will not in any way interfere with the teaching and learning at your school.
5. To carry out the research, four Cs1 teachers will be interviewed.
6. The criteria for selecting the four teachers 1. Both genders should be represented, teachers who have less experience (+- 7 years and less) and 15years of experience upwards.

Hope my application will be considered.

Yours sincerely

Mahlaela KI



Contact no: 0843025213

3388 ZONE 2

SESHEGO

0742

01 MARCH 2011

THE PRINCIPAL

MAHOAI HIGH

PO BOX 1105

JUNO

0748

DEAR SIR

APPLICATION TO CONDUCT RESEARCH AT YOUR SCHOOL

1. The above matter bears reference.
2. I am a student at Stellenbosch University doing Master Degree and wish to conduct a research at your school.
3. My research topic *"Teacher assessment for teacher professional development"*.
4. I promise that this research will not in any way interfere with the teaching and learning at your school.
5. To carry out the research, four Cs1 teachers will be interviewed.
6. The criteria for selecting the four teachers 1. Both genders should be represented, teachers who have less experience (+- 7 years and less) and 15years of experience upwards.

Hope my application will be considered.

Yours sincerely

Mahlaela KI



Contact no: 0843025213

ENQUIRIES: SK MANAMELA

MAKOBATENG SECONDARY

CELL : 082811146

P O BOX 439

REF : 08092011/3H

JUNO

0748

08 SEPTEMBER 2011

RE: CONSENT RESEARCH INTERVIEW: MAHLAELA KI

The above matter bears reference.

It is with great pleasure to inform you that the school has received a letter of request for interviewing some members of our school staff in connection with your Master's research; and that the school has consented to your request.

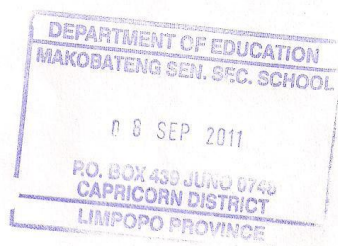
The school wishes you all the success possible in this venture.

Adv SK Manamela

The Principal

08 September 2011

Date



MAHOAI HIGH SCHOOL

Ga-Mahoai
Mogoshi Circuit
Capricorn District
Emis no: 0922250
Telefax: 015 227 0052



Mahoai High School
P.O.Box 1105
Bakone
0746

06 SEPTEMBER 2011

Mrs K.I Mahlaela
P O Box 3388
Seshego
0742

Madam

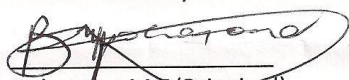
LETTER OF CONSENT

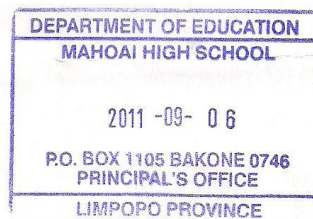
The above matter has reference.

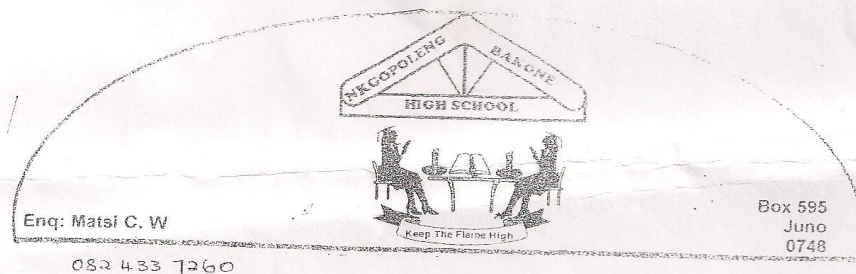
1. It is hereby confirmed that you have been granted permission to conduct research at the above –mentioned institution of learning.
2. You are further advised that you will be allowed to interview a maximum of five educators.
3. Your topic- Teacher assessment for teacher professional development – includes data collection at school level which can be used even at circuit level to identify priorities for improvement.

We are looking forward to be of assistance to you.

Yours Faithfully


Pohotona M.B.(Principal)





Mahlaela KI
PO BOX 3388
Zone 2
Seshego
0742

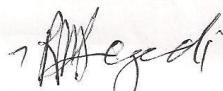
Sir /Madam

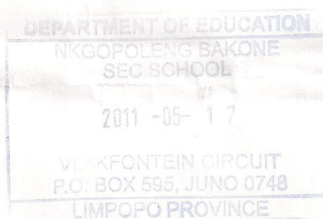
Permission to conduct research

Kindly note that the school has granted you a permission to conduct your research as you have requested.

We are wishing you success in your studies.

Yours faithfully


Matsi CW



Appendix E: Ethical clearance certificate



UNIVERSITEIT-STELLENBOSCH-UNIVERSITY
FOR LEARNING, GROWTH & KNOWLEDGE PARTNERS

Approved with Stipulations
New Application

05-Sep-2011
Mahlala, Kedibone KI

Protocol #: HS689/2011

Title: Teacher assessment for Teacher Professional Development

Dear Kedibone Mahlala,

The **New Application** received on **05-Sep-2011**, was reviewed by staff members of the REC office on **25-Aug-2011**.
Please note the following information about your approved research protocol:

Protocol Approval Period: **25-Aug-2011 -24-Aug-2012**

The Stipulations of your ethics approval are as follows:

1. Section 7.2 aims to ascertain how unauthorised access to data will be prevented. Please supply the REC with information on the safeguarding of the data.

2. Copies of written letters of consent from the schools and the Limpopo Education department are still outstanding. Please supply the REC with copies of these letters once they have been received.

Please remember to use your **protocol number (HS689/2011)** on any documents or correspondence with the REC concerning your research protocol.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:

Please note a progress report should be submitted to the Committee before the year has expired.

The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number projects may be selected randomly for an external audit.

Federal Wide Assurance Number: 00001372

Institutional Review Board (IRB) Number: IRB0005239

The Health Research Ethics Committee complies with the SA National Health Act No.61 2003 as it pertains to health research and the United States Code of Federal Regulations Title 45 Part 46. This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Provincial and City of Cape Town Approval

Please note that for research at a primary or secondary healthcare facility permission must still be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@pgwc.gov.za Tel: +27 21 483 9907) and Dr Helene Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant hospital manager. Ethics approval is required BEFORE approval can be obtained from these health authorities.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 0218089183.

Included Documents:

Interview questions

Application form

Consent forms

Research proposal

Sincerely,

Sidney Engelbrecht
REC Coordinator

Appendix F: Teachers' interview guide

INTERVIEW SCHEDULE 2011

TOPIC: TEACHER ASSESMENT FOR TEACHER PROFESSIONAL DEVELOPMENT

1. What do you understand by the concept IQMS?
2. Can assessment achieve both purposes of management (assessment of teachers' performance in order to make decisions about promotions, merit pay) and professional development (a process resulting in development in skill and career prospects, leading to improvement at the school)?
3. Tell me, is assessment developmental in nature?
4. Did you develop?
 - 4.1 If yes, why.
 - 4.2 What motivates you?
 - 4.3 Were you encouraged by other people, or did you do it by yourself?
 - 4.4 How did you do it?
5. Why did you not develop?
 - 5.1 What demotivated you?
 - 5.2 Is it because there was no one to support you?
 - 5.3 Climate and culture
 - 5.4 Motivation
 - 5.5 Time
 - 5.6 Money
6. What do you have to say about the claim that assessment is ineffective, and that it needs to be developed?
7. What is the result of teacher assessment in learner improvement at your school?
8. What impact does assessment have on teacher development in the light of your school's academic performance?
 - 8.1 Where you developed?
 - 8.2 What about the support at school?
 - 8.3 Climate and culture
 - 8.4 Motivation
 - 8.5 Time
 - 8.6 Money
9. What impact does assessment have on the school?
10. How does assessment influence other staff members at your school?